



Rio Rosales Elementary School

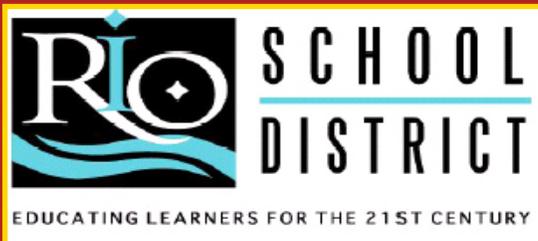
2015-2016 School Accountability Report Card
Published in the 2016-2017 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Vision Statement

The Rio School District and community empower students to achieve their full potential in our community, our American democracy and our diverse and changing world.

Mission Statement

The Rio School District and community nurture learners to be self-driven to fully engage with the 21st century curriculum and tools aimed to develop the 5C practices; Communication, Collaboration, Critical Thinking, Creativity, and Caring.

School Profile (School Year 2016-17)

Rio Rosales School is one of five elementary schools in the Rio School District, which also contains two middle schools and a K-8 school. Kindergarten through fifth grade students are enrolled at the school.

School Attendance & Enrollment (School Year 2015-16)

Regular attendance is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education.

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Rio School District's School Attendance Review Board (SARB) are used to promote student attendance.

This charts illustrate the enrollment trend by grade level or student group.

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	127	108	100
1st	91	97	79
2nd	93	87	98
3rd	76	83	91
4th	76	84	81
5th	90	81	90

Enrollment by Student Group

2015-16

	Percentage
Black or African American	1.5%
American Indian or Alaska Native	0.4%
Asian	4.1%
Filipino	11.7%
Hispanic or Latino	75.7%
Native Hawaiian or Pacific Islander	-
White	4.1%
Two or More Races	2.6%
EL Students	38.2%
Socioeconomically Disadvantaged	72.9%
Students with Disabilities	9.8%
Foster Youth	0.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

The district recruits and employs credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			District
	School			
	14-15	15-16	16-17	16-17
Fully Credentialed	21	24	24	219
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	96.2%	3.8%
High-Poverty Schools in District	96.2%	3.8%
Low-Poverty Schools in District	N/A	N/A

Instructional Materials (School Year 2016-17)

Rio School District held a public hearing on September 14, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January 2017).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
4th-5th	ELD	Sopris West	2009	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
4th-5th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-3	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2007	Yes	0.0%
K-5	Science	Scott Foresman	2008	Yes	0.0%

School Facilities (School Year 2016-17)

Rio Rosales School is comprised of 29 classrooms, a multipurpose room/cafeteria, library, staff lounge, a teacher workroom, a computer lab, and a playground.

Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

At the time of publication (January 2017), 100% of all restrooms were in working condition. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/12/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior			X	Admin: Ceiling tile has a water stain. (file A4). Conference: Ceiling tile is broken. Nurse: Ceiling tile has a water stain. Conference/Work Room: Ceiling tiles have water stains. Cafeteria: Ceiling tiles have water stains. Lounge: Floor tile is missing. Stage: Floor tiles have holes. B-3: Rubber molding is missing. Boys RR: Stall dividers are rusting at base. C-4: Wall paper is torn. C-3: Ceiling tile is broken. D-2, D-3, E-4, E-2 & F-4: Ceiling tiles have water stains. G-1, G-2, G-3 & G-5: Ceiling tiles have water stains. G-6: Ceiling tile is broken. K-3: Ceiling tile has a water stain. (K-6 work room.) (Work order submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Conference: Two ballast are out. Conference/Work Room: Two ballast are out. Library/L Building: Three bulbs/ballast are out. B-2: Outlet cover is missing. Girls RR: One light ballast is out. E-1: Outlet cover is broken. G-5: Outlet cover is missing. (Work order submitted.)
Restrooms/Fountains	X			Conference: Faucet has no flow. C-4: Drinking fountain handle is broken. D-1: Drinking fountain has constant leak at base. D-4: Drinking handle is broken. E-1: Drinking fountain has constant leak at base. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	27	35	--	26	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	23	30	--	18	21	--	34	36
Science (Grades 5, 8, and 10)	62	37	45	44	38	39	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Science

Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	90	88	97.78	45.45
Male	44	43	97.73	37.21
Female	46	45	97.83	53.33
Filipino	12	12	100	83.33
Hispanic or Latino	64	62	96.88	32.26
Socioeconomically Disadvantaged	89	88	98.88	45.45
English Learners	31	31	100	25.81
Students with Disabilities	15	15	100	--

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	96	94	97.92	36.17	94	97.92	34.04
Male	46	45	97.83	26.67	45	97.83	33.33
Female	50	49	98	44.9	49	98	34.69
Hispanic or Latino	71	70	98.59	28.57	70	98.59	24.29
Socioeconomically Disadvantaged	96	94	97.92	36.17	94	97.92	34.04
English Learners	32	31	96.88	19.35	31	96.88	38.71
Students with Disabilities	14	14	100	7.14	14	100	21.43

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	85	84	98.82	30.95	84	98.82	27.38
Male	38	37	97.37	18.92	37	97.37	27.03
Female	47	47	100	40.43	47	100	27.66
Filipino	15	15	100	60	15	100	53.33
Hispanic or Latino	63	62	98.41	25.81	62	98.41	19.35
Socioeconomically Disadvantaged	85	84	98.82	30.95	84	98.82	27.38
English Learners	36	36	100	8.33	36	100	19.44

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	90	89	98.89	38.2	89	98.89	26.97
Male	44	43	97.73	32.56	43	97.73	25.58
Female	46	46	100	43.48	46	100	28.26
Filipino	12	12	100	66.67	12	100	50
Hispanic or Latino	64	63	98.44	28.57	63	98.44	15.87
Socioeconomically Disadvantaged	89	89	100	38.2	89	100	26.97
English Learners	31	31	100	22.58	31	100	6.45
Students with Disabilities	15	15	100	--	15	100	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, the school district is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

Percentage of Students in Healthy Fitness Zone			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7%	21.3%	14.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2016-17)

Parent involvement is strongly encouraged at Rio Rosales School. Parents are kept informed of school activities through monthly calendars, newsletters, reminders, marquee, EdConnect, and invitations to special programs and events. Each parent also receives an annual district master calendar including listings for conference days, minimum days, and holidays.

Teachers maintain regular communication with parents through formal and informal conferences, telephone calls, emails, behavior contracts, notes home, report cards, and celebrations of student success. Parents are also encouraged to volunteer in their children's classrooms and to assist teachers in the preparation of instructional materials.

The PTA is an active group that provides funding for field trips, supplementary materials, social interaction activities, and equipment. Executive Board and General meetings are held per a pre-established schedule. Parents, teachers, and students are encouraged to participate in a variety of PTA activities including family fun evenings, safety events, parent information sessions and special school wide activities.

Parent involvement is further promoted through participation in regularly scheduled School Site Council and English Learner Advisory Committee (ELAC) meetings. These meetings are announced in the school's monthly calendar, and through postings and special flyers. Parent participants are engaged in purposeful decision making in support of school effectiveness efforts. Parents are also encouraged to join in Family Movie Nights, Lunch on the Lawn, Coffee with the Principal, and many other school community events scheduled throughout the school year.

Parent participation is essential and highly encouraged. Please contact the school at (805) 983-0277 for parent involvement information.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rio Rosales School at (805) 983-0277.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	1.01	0.63	1.18	0.00	0.00	0.00
District	2.97	2.06	2.65	0.09	0.09	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

The Rio Rosales School team places strong emphasis on maintaining a safe, orderly, and clean learning environment for all students. Student and staff safety is viewed as a priority. Training has been provided for teachers, support staff, and parents on the Positive Behavior Support program which emphasizes a balance of rights and responsibilities in a democratic society. The school has a Safety Committee which includes teacher, parent, support staff, and administrative representation, meets regularly to plan/update emergency preparedness procedures and drills, inventory and identify needed emergency preparedness equipment, address facilities maintenance, and to monitor student progress in adhering to schoolwide tenets of Positive Behavior Support. The school has a comprehensive safety plan which addresses all areas of school safety efforts and emergency procedures. Staff members have been trained on procedures to use in case of emergencies. Fire, earthquake, and lockdown drills are conducted, as are regular facilities maintenance checks.

Students are supervised at all times, and are expected to follow school rules and to respect the rights of others. Rio Rosales School has a telephone intercom system, which provides for two-way classroom communication to and from the office for staff and student safety. The school's safety plan was reviewed by the Safety Committee in October 2016.

Supervision is provided before, during, and immediately after school by staff members. Identified problem areas receive increased supervision to reduce discipline, crime, and other safety concerns. The school's physical plant is maintained and looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration, custodians, and individual classroom teachers. The pupils take pride in the appearance of the school.

To ensure the safety of pupils and staff, all visitors to campus, except pupils of the school and district staff members, are expected to register immediately upon entering the school office when school is in session. Gates are secured and locked when school begins. Custodians also periodically check restroom facilities throughout the day to maintain cleanliness and safety. The office door remains unlocked throughout the school day.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2004-2005
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Grade Level												
K	23	25	22	1	1	3	4	4	1	-	-	-
1	24	29	31	1	-	-	3	3	3	-	-	-
2	27	24	28	-	-	-	3	3	3	-	-	-
3	26	30	29	-	-	-	3	2	2	-	-	-
4	28	31	26	-	-	-	3	3	3	-	-	-
5	30	30	30	-	-	-	3	3	3	-	-	-
Other	10	-	-	1	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2015-16)

It is the goal of the schools of the Rio School District is to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The counselor-to-pupil ratio is 1:539. The table lists the support service personnel available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Health Aide	1	0.3
Library Clerk	1	0.5
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.3
SDC Aide	2	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	2	1.6
Speech/Language Aide	1	0.5

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Ventura County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.ventcolibrary.org/>.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Three staff development days were offered for the past three years.

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Rio School District received state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid (EIA)
- Migrant Education
- Special Education
- Gifted and Talented Education
- Title I
- Title II
- Title III

District Expenditures (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,877
From Supplemental/Restricted Sources	\$130
From Basic/Unrestricted Sources	\$4,746
District	
From Basic/Unrestricted Sources	\$1,911
Percentage of Variation between School & District	148.3%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-16.4%

Teacher & Administrative Salaries (School Year 2014-15)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$40,844	\$44,507
Mid-Range Teachers	\$67,909	\$68,910
Highest Teachers	\$89,142	\$88,330
Elementary School Principals	\$113,980	\$111,481
Middle School Principals	\$123,156	\$115,435
High School Principals	-	\$113,414
Superintendent	\$184,591	\$169,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	39.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,052
District	\$68,648
Percentage of Variation	-2.3%
School & State	
All Elementary School Districts	\$71,610
Percentage of Variation	-6.4%