

# Frank E. Woodruff Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Evelyn Almada, Principal

Principal, Frank E. Woodruff Elementary

#### About Our School

Welcome to Frank E. Woodruff Elementary, a state of California Gold Ribbon and Title I Academic Achievement School. The goal of our school is to provide interactive teaching that incorporates Direct Interactive Instruction and focuses on student engagement throughout our instructional day. Students participate in lessons by being ready for random calling, engaging with partners, working with small groups, and volunteering to share.

#### Contact

Frank E. Woodruff Elementary  
15332 South Eucalyptus St.  
Bellflower, CA 90706-3706

Phone: 562-804-6545  
Email: [ealmada@busd.k12.ca.us](mailto:ealmada@busd.k12.ca.us)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Bellflower Unified
<b>Phone Number</b>	(562) 866-9011
<b>Superintendent</b>	Tracy McSparren
<b>Email Address</b>	<a href="mailto:tmcsparren@busd.k12.ca.us">tmcsparren@busd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.busd.k12.ca.us">http://www.busd.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Frank E. Woodruff Elementary
<b>Street</b>	15332 South Eucalyptus St.
<b>City, State, Zip</b>	Bellflower, Ca, 90706-3706
<b>Phone Number</b>	562-804-6545
<b>Principal</b>	Evelyn Almada, Principal
<b>Email Address</b>	<a href="mailto:ealmada@busd.k12.ca.us">ealmada@busd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19643036011647

*Last updated: 1/10/2020*

### School Description and Mission Statement (School Year 2019—20)

Frank E. Woodruff Elementary School has served the northern portion of our school district for more than a half century. Students at Frank E. Woodruff receive motivating and challenging academic curriculum delivered by a dedicated and caring staff. Daily lessons include subject matter that relate to real world situations and careers.

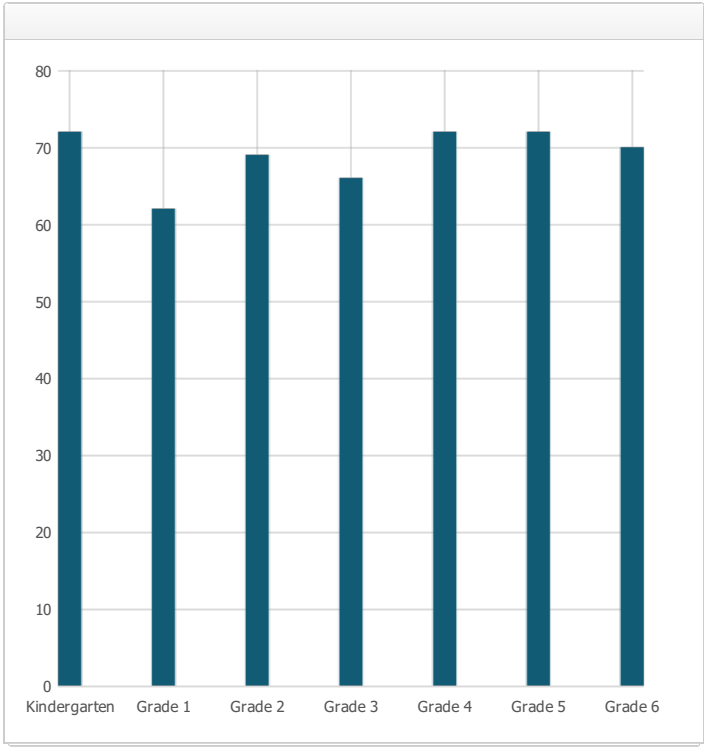
Students are given opportunities beyond their classrooms to experience the world of work through student council activities, working in the school cafeteria or in the office, cross-age and peer tutoring responsibilities, and after school academic and enrichment classes. Frank E. Woodruff School Elementary continues its long commitment to providing quality educational programs, effective resources and excellent facilities for its students. A variety of intervention programs are available before, during, and after school. ASES provides after school homework support and academic enrichment. GATE students receive differentiated instruction with added depth, novelty, complexity, and acceleration. Accelerated Reader allows students to progress at individual reading levels. English Language Development is provided each day for English learners. Preschool classes in the morning and afternoon, prepares preschoolers to successfully transition into kindergarten. We also make a variety of services available to our school community. A Student Success Team meet weekly involving teachers, counselor, case manager, special education resource teacher, administrator, other support staff and parents. Students experiencing difficulty in any phase of the school program are reviewed in a collaborative process in order to define student needs and recommend remediation. A deputy sheriff working with the Stop Think and Act Responsibly (STAR) program provides instruction to students in grade six concerning drug abuse and building student self-esteem. The Woodruff PTA is highly visible and supportive of the students, the staff, and the school.

Teachers focus on building mastery of concepts through gradual release of responsibility and creating a community of learners. Our Response to Intervention program tailors instruction to the individual literacy needs of all students. Students are divided into small groups and literacy skills focused on letter identification, blending letters/sounds, decoding, academic vocabulary, fluency, comprehension, and writing. We have interactive white boards in all classrooms, use mobile Chromebook carts, and LearnPads in our daily instruction. At this time, students in grades 2-6 have individual devices. Teachers and students effectively use technology to maximize instructional time. We thoroughly enjoy serving our community, providing quality instruction to our students so that they become productive members of society through their experiences at Frank E. Woodruff Elementary, the Home of the Wolves.

*Last updated: 1/15/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	72
Grade 1	62
Grade 2	69
Grade 3	66
Grade 4	72
Grade 5	72
Grade 6	70
<b>Total Enrollment</b>	<b>483</b>



*Last updated: 1/10/2020*

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	14.30 %
American Indian or Alaska Native	1.00 %
Asian	2.90 %
Filipino	3.30 %
Hispanic or Latino	71.60 %
Native Hawaiian or Pacific Islander	0.20 %
White	3.90 %
Two or More Races	1.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.60 %
English Learners	36.90 %
Students with Disabilities	11.80 %
Foster Youth	0.60 %
Homeless	1.70 %

# A. Conditions of Learning

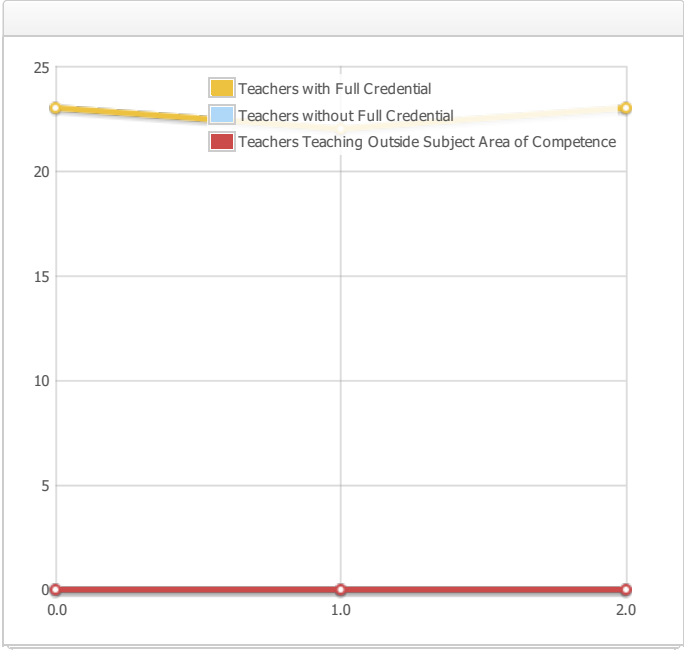
## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

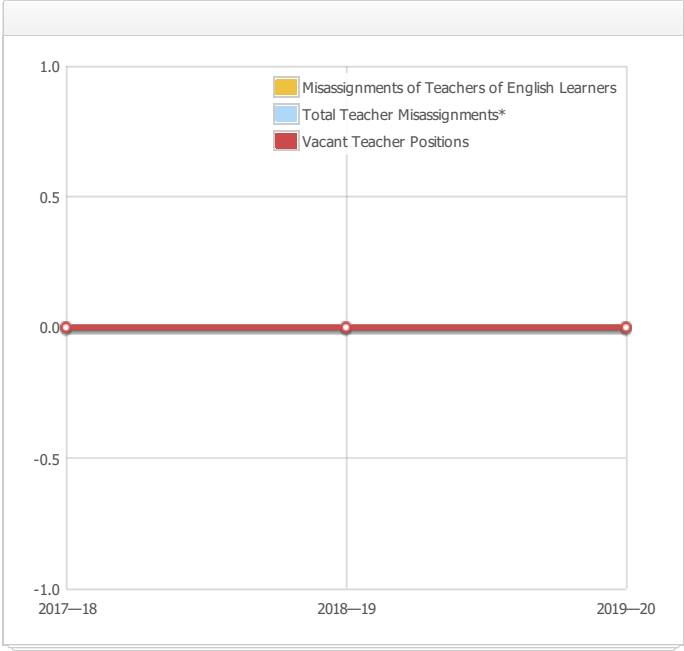
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	22	23	525
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2020

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/10/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: January 2020

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw-Hill - World of Wonders (PK-TK) Adopted 2017 McGraw-Hill - Reading Wonders (K-5) Adopted 2017 McGraw-Hill - StudySync (6-12) Adopted 2017	Yes	0.00 %
Mathematics	Great Minds -Eureka Math (TK-5) Adopted 2014 Houghton Mifflin - Go Math! (6-8) Adopted 2014	Yes	0.00 %
Science	Houghton Mifflin - CA Science (K-6)	Yes	0.00 %
History-Social Science	Houghton Mifflin Harcourt – Reflections (K-6)	Yes	0.00 %
Foreign Language			0.00 %
Health	HM Harcourt - CA Health/Fitness (K-6)	Yes	0.00 %
Visual and Performing Arts	Davis Publications –Visual Experience Adopted 2013	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/10/2020*

## School Facility Conditions and Planned Improvements

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library media center, NGSS lab, Mindfulness room, Relaxation Station and a teachers' workroom, for students and staff to go for collaboration and research. The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational. Each classroom is equipped with upgraded teaching technology. Students have regular access to wired and mobile computer labs. Each classroom has digital presentation equipment with interactive software. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

*Last updated: 1/10/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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*Last updated: 1/6/2020*

## 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	41.0%	50.0%	50.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	26.0%	31.0%	32.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/10/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	276	98.57%	1.43%	41.30%
Male	144	143	99.31%	0.69%	38.46%
Female	136	133	97.79%	2.21%	44.36%
Black or African American	39	39	100.00%	0.00%	35.90%
American Indian or Alaska Native	--	--	--	--	
Asian	11	11	100.00%	0.00%	81.82%
Filipino	--	--	--	--	
Hispanic or Latino	200	198	99.00%	1.00%	37.88%
Native Hawaiian or Pacific Islander					
White	12	11	91.67%	8.33%	72.73%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	250	247	98.80%	1.20%	40.89%
English Learners	127	124	97.64%	2.36%	37.10%
Students with Disabilities	49	49	100.00%	0.00%	16.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/10/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	279	99.64%	0.36%	25.81%
Male	144	144	100.00%	0.00%	25.69%
Female	136	135	99.26%	0.74%	25.93%
Black or African American	39	39	100.00%	0.00%	20.51%
American Indian or Alaska Native	--	--	--	--	
Asian	11	11	100.00%	0.00%	45.45%
Filipino	--	--	--	--	
Hispanic or Latino	200	199	99.50%	0.50%	25.63%
Native Hawaiian or Pacific Islander					
White	12	12	100.00%	0.00%	33.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	250	249	99.60%	0.40%	26.51%
English Learners	127	126	99.21%	0.79%	20.63%
Students with Disabilities	49	49	100.00%	0.00%	10.20%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/10/2020*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/10/2020*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.70%	33.30%	41.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/10/2020*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019—20)

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' achievements and efforts. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and as parent volunteers. In order to build public confidence, by trimester newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs. Please contact the school office if you are interested in volunteering.

### State Priority: Pupil Engagement

*Last updated: 1/15/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.60%	0.70%	0.90%	4.50%	4.80%	5.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/10/2020*

## School Safety Plan (School Year 2019—20)

The staff, students, parents, the Parent Teacher Association (PT A), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, supportive and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

The safety committee for the school meets several times per year to review and update the safety plan. Members bring concerns to the safety committee so that they may be addressed and all safety concerns dealt with in a timely manner to ensure that the campus is a safe place for students, staff, and parents. The safety plan was reviewed with staff in August 2019 including who to contact, the role of each member, emergency sweep teams, and evacuation routes. The plan was approved by the Safety Committee and School Site Council in November 2019. The plan will be reviewed and updated as needed throughout the year and submitted to Law Enforcement and Fire Authority for approval in February 2020. The Board of Education reviews and approves the comprehensive safety plan by March 1, 2020.

*Last updated: 1/29/2020*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	2	
1	23.00		3	
2	24.00		3	
3	20.00	3	1	
4	27.00		3	
5	29.00		3	
6	27.00	1	3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	24.00		3	
2	23.00		3	
3	24.00		3	
4	34.00			2
5	27.00		3	
6	24.00	1	3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	21.00	1	2	
2	23.00		3	
3	22.00	1	2	
4	34.00			2
5	34.00			2
6	26.00	1		2
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	

\*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.

*Last updated: 1/10/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9056.00	\$3526.00	\$5531.00	\$88003.00
District	N/A	N/A	\$10412.00	\$82468.00
Percent Difference – School Site and District	N/A	N/A	-61.24%	6.49%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-30.31%	7.02%

Note: Cells with N/A values do not require data.

*Last updated: 1/27/2020*

**Types of Services Funded (Fiscal Year 2018–19)**

In addition to general fund state funding, Bellflower Unified School District receives federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- Lottery: Instructional Materials
- School Based Medi-Cal Billing Options
- Special Education
- California State Preschool Programs (CSPP)
- Title I, II, III, and IV.

Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district's educational community.

Title I funds are used to supplement the instructional program with evidence-based educational strategies aimed at closing the achievement gap and supporting the educational need of low-income, low achieving, and other designated students with special needs, in meeting the state's challenging state academic standards. All schools receiving Title I funds are required to comply with provisions detailed in the federal Every Student Succeeds Act (ESSA).

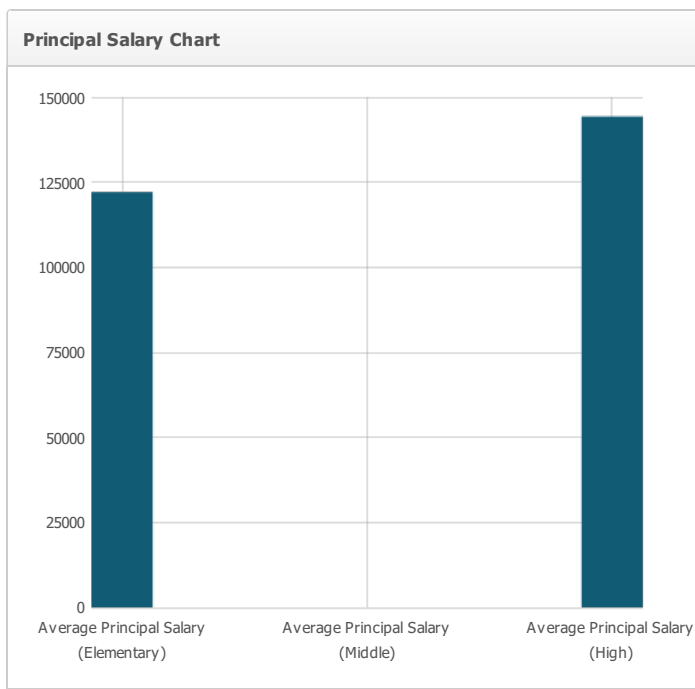
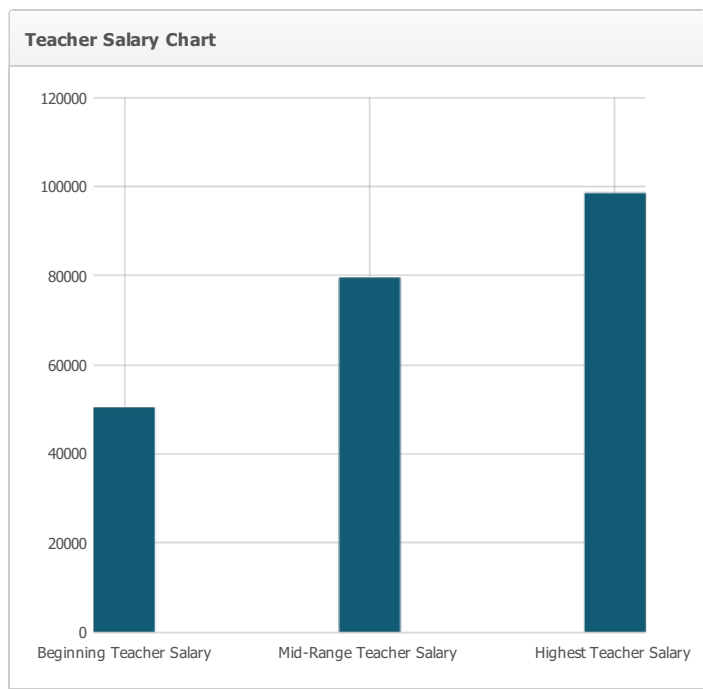
*Last updated: 1/10/2020*



### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,389	\$51,374
Mid-Range Teacher Salary	\$79,520	\$80,151
Highest Teacher Salary	\$98,500	\$100,143
Average Principal Salary (Elementary)	\$122,095	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$144,296	\$143,746
Superintendent Salary	\$224,851	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/10/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10