

# Eel River Charter

## 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.

## About This School

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

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Round Valley Unified
<b>Phone Number</b>	(707) 983-6171
<b>Superintendent</b>	Mike Gorman
<b>Email Address</b>	<a href="mailto:mgorman@rvusd.us">mgorman@rvusd.us</a>
<b>Website</b>	<a href="https://www.roundvalleyschools.org/">https://www.roundvalleyschools.org/</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Eel River Charter
<b>Street</b>	76350 Main St.
<b>City, State, Zip</b>	Covelo, Ca, 95428-9711
<b>Phone Number</b>	707-983-6946
<b>Principal</b>	Mrs. Betty Tuttle, Office Manager
<b>Email Address</b>	<a href="mailto:office@eelriverschool.net">office@eelriverschool.net</a>
<b>Website</b>	<a href="http://www.eelriverschool.net">www.eelriverschool.net</a>
<b>County-District-School (CDS) Code</b>	23656072330272

*Last updated: 12/13/2019*

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

The Eel River Charter School (ERCS) serves TK-6th grade students in a safe school, with interdisciplinary, holistic, hands-on curriculum. The school was founded in 1994 by parents. Parents and community members continue to govern the school.

The Eel River Charter School's mission statement is "Working with families in community through holistic teaching to develop educated, responsible, compassionate people".

The goal of the Eel River Charter School is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. ERCS employs four part-time aides to assist the teachers in the 3 or 4 (depending on enrollment) multi-grade classrooms. ERCS also employs an office manager, a part time business manager, and a part time lunch server and custodian.

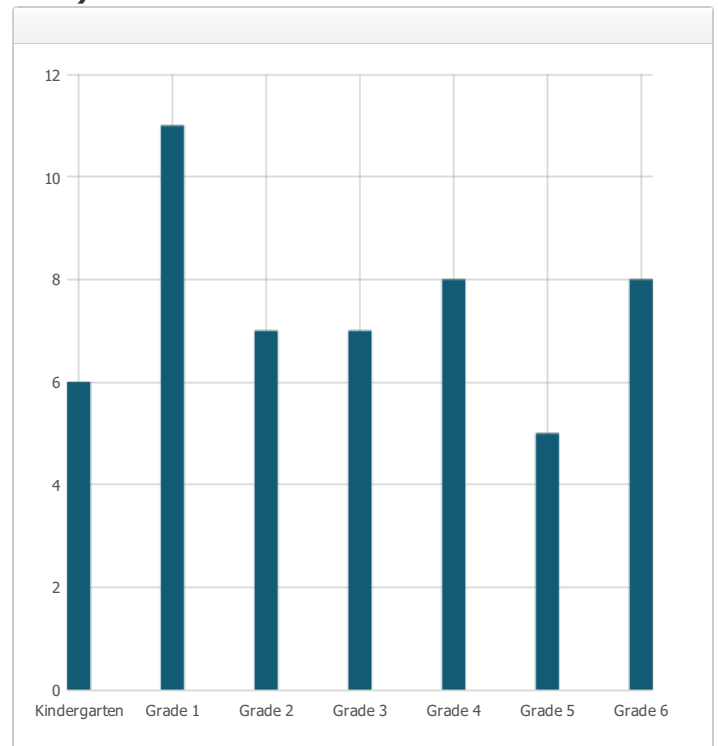
Eel River Charter School is a direct funded charter school. ERCS does not have a principal/director or superintendent. The volunteer school Board, comprised of parents of students, handles some of the administrative duties, such as student discipline and employee management. The office manager, business manager, and teachers handle the routine, daily decisions and this core staff is accountable to the ERCS Board. An ERCS Board designee approves all school expenditures.

Historically, ERCS has fewer than 10 students per grade level, thus test results are not published to protect the privacy of the students in regards to the ELA, Math, Science, History, and Physical Fitness testing. Due to the small school size, ERCS does not have statistically significant sub-groups, other than economically disadvantaged.

*Last updated: 1/7/2020*

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

Grade Level	Number of Students
Kindergarten	6
Grade 1	11
Grade 2	7
Grade 3	7
Grade 4	8
Grade 5	5
Grade 6	8
<b>Total Enrollment</b>	<b>52</b>



Last updated: 1/7/2020

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	30.80 %
Asian	%
Filipino	%
Hispanic or Latino	51.90 %
Native Hawaiian or Pacific Islander	%
White	17.30 %
Two or More Races	%
Other	-1.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	98.10 %
English Learners	36.50 %
Students with Disabilities	5.80 %
Foster Youth	%
Homeless	1.90 %

## A. Conditions of Learning

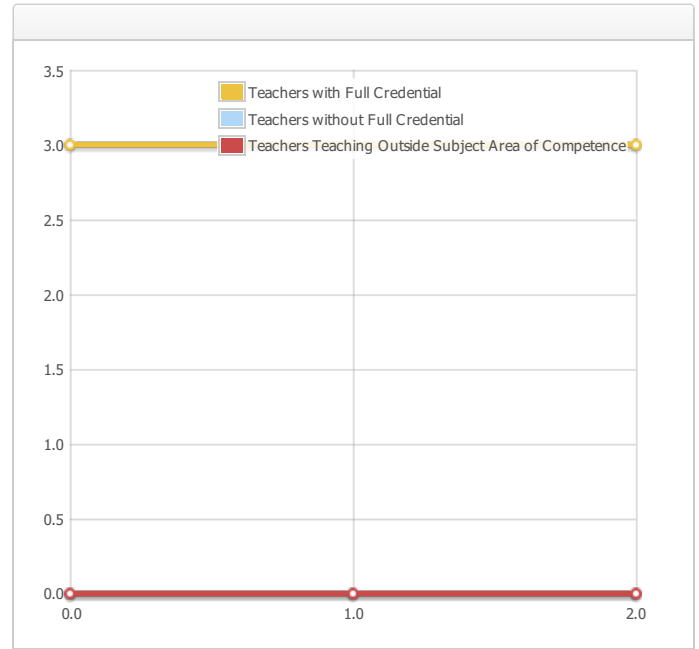
### State Priority: Basic

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

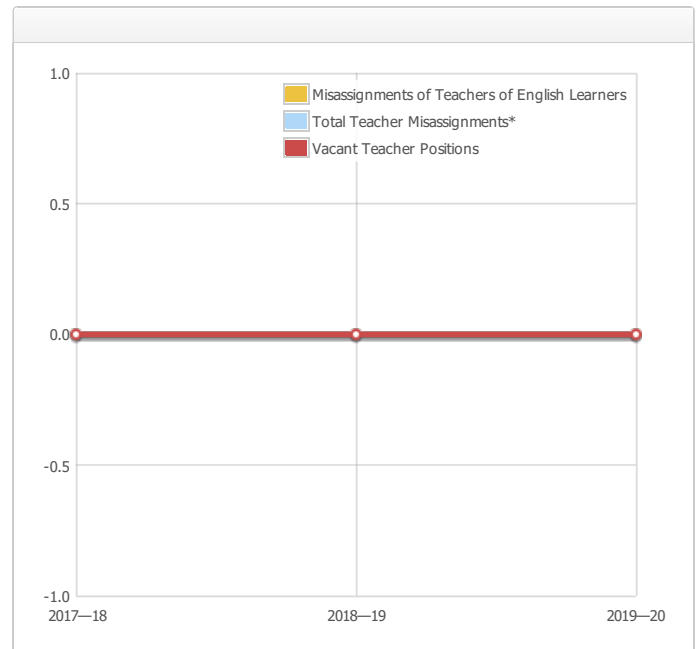
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	3	3	3	23
Without Full Credential	0	0	0	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

#### 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: 1/7/2020

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

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K-6 Fountas and Pinnell Benchmark Assessment System and Guided Reading Library</p> <p>K-6 Renaissance Star, Scholastic Core Clicks</p> <p>K-6 Scholastic Guided Reading</p> <p>2-3 Tara West Guided Reading, Grammar, Phonics, Rachel Lynette Paragraphs, Elementary Toolbox Quick Writes, Teaching is a Royal Adventure Themes</p> <p>4-6 Wordly Wise</p>	No	0.00 %
Mathematics	<p>Text K-6 Envision Math Common Core State Standards</p> <p>Additional Instructional Materials:</p> <p>K-6 Renaissance Star Benchmark Testing</p> <p>2-3 CreateTeachShare Interactive Math Notebooks, Pink Cat Studio , LuckyLittleLearner, Tara West Word Problems, JennyK Math Facts, EducationaEmporium worksheets</p> <p>4-6 Sumdog, Xtra Math</p>	No	0.00 %
Science	<p>Instructional Materials:</p> <p>K-6 Generation Genius for Science</p> <p>K-1 Scholastic Magazine Weekly-Science Weekly-Let's Find Out , videos, computer games</p> <p>2-3 Brainpop, YouTube Science, Khan Academy</p> <p>4-6 On-line Core Standards curriculum</p>	No	0.00 %
History-Social Science	<p>Instructional Materials:</p> <p>K-1 Scholastic Magazine Weekly-Common Core worksheets, videos, computer games</p> <p>2-3 Brainpop, YouTube</p> <p>4-6 Harcourt-Brace American History, California History, On-line Core Standards curriculum</p>	No	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		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: 1/7/2020

## School Facility Conditions and Planned Improvements

ERCS opened its doors on rented property in 1994. The school consists of a main school building housing the office, food service area, restrooms and library, 4 stand alone classrooms, a pump house, and outside restrooms built in 2003. The school had the opportunity to purchase the properties rather than lose the site. The Eel River Charter School continues to make facility upgrades in accordance with county building codes, and improvements to the school site as funding becomes available. The school facility is maintained at a level that protects the safety of the students, staff and general public. Class size is limited due to space restrictions in the classrooms.

Monthly safety inspections are held and any deficiencies are corrected as quickly as possible. A new yard fence was completed in 2006 improving the safety of the students. Visitors are required to sign in at the office, and students are supervised before and during school hours. The school is posted as unavailable for public use after school hours.

Major facilities upgrades are budgeted as necessary. In 2003, new pavement was added for walkways, a basketball court, and a play area for the younger students. In 2004, the school main building was painted to match the pump house, modular classrooms and new restrooms. The fourth classroom was re-roofed in 2003 and painted in 2005. The school is cleaned on a daily basis and restrooms are maintained in good repair. The garbage and recyclable materials are stored in an enclosed area which was built in 2004 and garbage is hauled off on a weekly basis. The interior of the main building received a new coat of paint and resurfacing of the floor in 2015. In 2009 the food service area was remodeled, creating a county certified kitchen, and a handicapped access ramp was installed for the main building. In 2010, new energy efficient windows were installed in the main building. In 2011, new carpet was installed in all classrooms and the library and new flooring was installed in one of the restrooms. In 2012, a playground climbing structure and new sandbox were installed on the playground and the blacktop was re-sealed and basketball court re-stripped. In 2013, energy efficient HVAC units were installed in 3 classrooms and the ramps to 2 of the classrooms were re-built. In 2015, an energy efficient HVAC was installed in classroom 4. The modular roofs were replaced in December 2016. The Prop 39 Energy Efficiency project, which replaced all the lighting throughout the school with energy efficient bulbs and fixtures, was completed in June of 2017. In June of 2018, the exterior of all buildings was re-painted. In July of 2018, the blacktop was re-sealed and re-stripped. In July of 2019 the office was remodeled and the main hall, office, restrooms, and library were all re-painted. The commercial dishwasher was replaced in September 2019.

*Last updated: 1/7/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 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	Good	
<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: November 2019

Overall Rating	Good
----------------	------

*Last updated: 1/7/2020*

## 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**

Eel River Charter School is a very small K-6 elementary school with combination grade classes. There were fewer than 10 students at each grade level of testing 3rd through 6th, so the grade level scores for CAASPP, Science, and Physical Fitness are not reported to protect the confidentiality of the students and because the numbers are statistically unreliable due to small sample size. Historically, 95 to 100% of ERCS students complete the required tests each year.

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)	10%	14%	20%	15%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	5%	18%	11%	13%	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: 1/7/2020*

**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	28	28	100.00%		14.29%
Male	18	18	100.00%		11.11%
Female	--	--	--		
Black or African American					
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	11	11	100.00%		0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	27	27	100.00%		14.81%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
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: 1/7/2020*



**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	28	28	100.00%		17.86%
Male	18	18	100.00%		16.67%
Female	--	--	--		
Black or African American					
American Indian or Alaska Native	--	--	--		
Asian					
Filipino					
Hispanic or Latino	11	11	100.00%		9.09%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	27	27	100.00%		18.52%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
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: 1/7/2020*

# 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)

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. There were fewer than 10 5th grade students at ERCS.

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	--	--	--

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: 1/7/2020*

## 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)

Parent involvement benefits the students: not only do the children see the pieces of their lives come together in coherence, but they recognize a measure of their own worth in their parents' efforts. Students see that education is important because their parents invest time in their school. When parents walk into their child's school, that child feels excited, proud, and loved.

Parents are encouraged to provide 2 parent work hours per week, per child enrolled at the school. ERCS runs on parent power: parents founded this school, and they form the final link in the chain of command. Depending on their interests, families choose how they will contribute. They do everything from administrative tasks (governing the Board) to augmenting curriculum, chaperoning field trips, teacher's aides, facilities maintenance, cleaning facility, yard duty, and general yard work. Due to the fact that so many parent hours were going unrecorded, the staff at ERCS began to 'take roll' at student events. The results reflect that ERCS is still a parent participation school. 2018-19 started with a Back To School Potluck-84% parent participation, Indian Taco-60%, 1st quarter awards 83%, Winter Program 97%, 1st semester awards 67%, Author's Tea Party-80%, Pancake Party 71%, Science Fair 81%, 3rd quarter awards 92%, and Dia del Ninos 45%.

Somehow attendance was missed at the Indian Taco lunch in September and the whole school Picnic to the Eel River Ranger Station in May but they were both well attended. The volunteer Board puts in 3-5 hours per month for regular and special board meetings and the School Site Council members contribute 2 to 3 hours of their time each year.

### State Priority: Pupil Engagement

*Last updated: 1/7/2020*

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	1.80%	0.00%	0.00%	2.10%	5.10%	6.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/7/2020*

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

The Eel River Charter School implements a comprehensive set of health, safety, and risk management policies. The school safety plan is reviewed annually and discussed with the faculty annually. The school complies with the provisions of Education Code 44237, the county building and health codes, risk management evaluations, routine fire drills, TB screening for employees, CPR and First Aid training requirements, and fire laws. ERCS is tobacco, alcohol, and drug free and complies with safety laws. The Eel River Charter School continues to make facility upgrades and improvements to the school site as funding becomes available. The school facility is maintained at a level that protects the safety of the students, staff and general public.

*Last updated: 1/7/2020*

## 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				
1				
2				
3				
4				
5				
6				
Other**	15.00	3		

\* 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				
1				
2				
3				
4				
5				
6				
Other**	14.00	3		

\* 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				
1				
2				
3				
4				
5				
6				
Other**	17.00	3		

\* 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.



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/7/2020*

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.30

\*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: 1/7/2020*

**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	\$13517.73	\$2339.88	\$11177.85	\$47667.00
District	N/A	N/A	\$10374.36	\$57328.00
Percent Difference – School Site and District	N/A	N/A	7.00%	-18.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	39.00%	-30.00%

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

*Last updated: 1/7/2020*

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

In 18-19, ERCS received Title I, Title II Part A, Title IV and REAP categorical funding. ERCS also received Title VI Indian Education funding for our Native students. Title I and REAP funding helped support three part-time aide positions, including the time allocated for daily services to all EL students. In addition, Title I funding pays the stipend for the Director of Student Achievement, who is responsible for over-seeing the Site Council, Federal Addendum and LCAP reporting, and serving as the Special Education liaison with the District, which provides Special Education services to ERCS students. This person is present at all ERCS SST meetings. Title II funds were used for staff recruitment and professional development. The Title IV funding is for improving conditions of student learning, providing all students with access to a well-rounded education, and improving use of technology to improve academic achievement and digital literacy of all students. The Title VI Indian Ed funding supported cultural music and art classroom presentations and professional development and upgraded sports equipment to promote attendance, healthy lifestyles and teamwork for all cultures.

*Last updated: 1/7/2020*

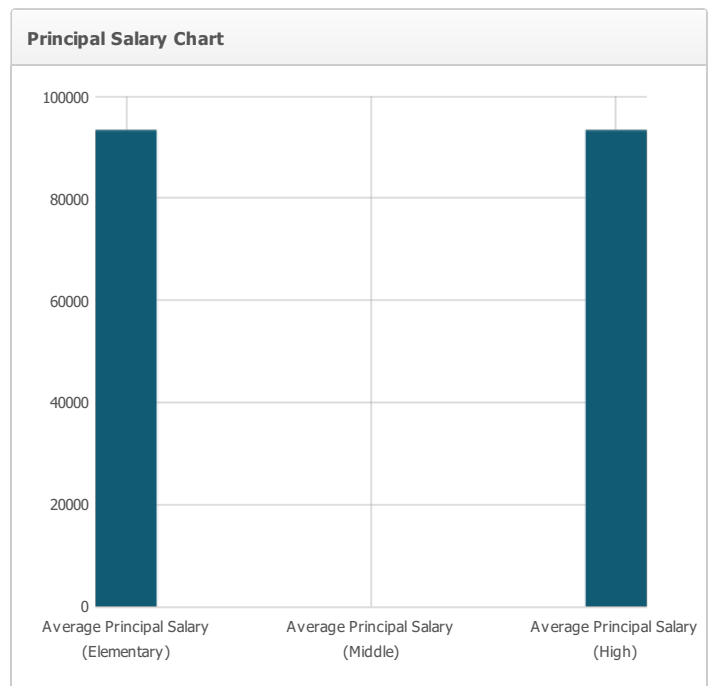
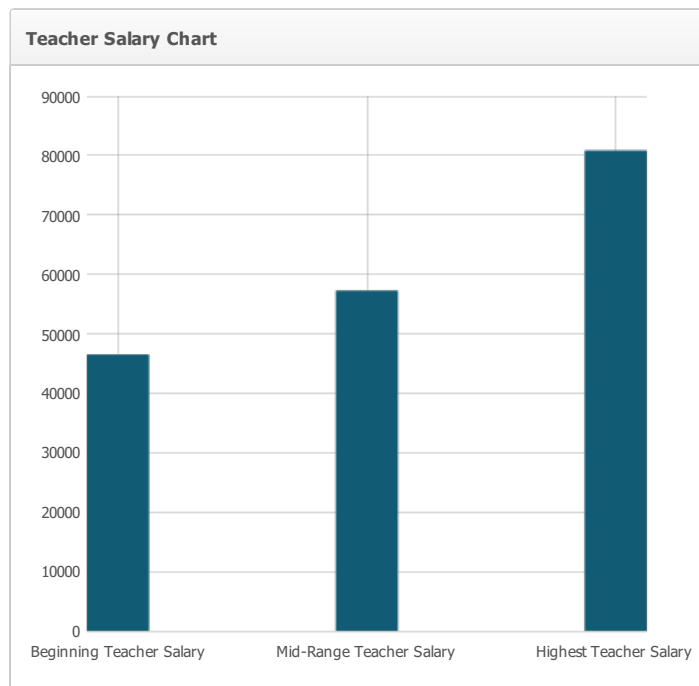


## Teacher and Administrative Salaries (Fiscal Year 2017—18)

This reflects District salaries, and not the salaries at the Eel River Charter School.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,513	\$43,574
Mid-Range Teacher Salary	\$57,279	\$63,243
Highest Teacher Salary	\$80,857	\$86,896
Average Principal Salary (Elementary)	\$93,351	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$93,351	\$108,954
Superintendent Salary	\$122,400	\$136,125
Percent of Budget for Teacher Salaries	24.00%	30.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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



Last updated: 1/7/2020

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Last updated: 1/7/2020