Woodside Elementary School District

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2020-2021 School Accountability Report Card
Published in the 2021-2022 School Year

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/.
- 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).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https:// www.caschooldashboard.org.

School Profile (School Year 2021-22)

Woodside Elementary School District, dating back to 1851, serves approximately 464 preschool through eighth grade students on a single school site. The beautiful wooded 15 acre site is on Highway 84, and serves as "the focal point of the community." The school is located in the town of Woodside, backing up against county parks and a game refuge, retains its woodsy, rural feeling with large redwoods, pastures, horse stables and trails.

The District is known for its standards of excellence and rich, balanced curriculum which provides many opportunities for student success. The achievement level of students is among the highest in the state; our students also excel in the arts, science fair, and athletics.

Woodside residents take active roles in their community, valuing its environmental and historical heritage, as well as its excellent public school. The area offers a multitude of educational, cultural, and recreational opportunities within close proximity.

School Attendance

The COVID-19 virus pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

The charts illustrate the enrollment by grade level and subgroup.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	46.2
Male	53.8
Non-Binary	
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	4.3
Filipino	
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.8
White	64.4
Two or More Races	10.6
Socioeconomically Disadvantaged	11.1
EL Students	6.5
Students with Disabilities	17.1
Foster Youth	
Homeless	
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	50
1st	27
2nd	39
3rd	32
4th	31
5th	48
6th	50
7th	44
8th	47
Total	368

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.

Instructional Materials (School Year 2021-22)

Woodside Elementary held a public hearing on September 14, 2021, 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 collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September 2021					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts	Heinemann	2017	Yes	0.0%
5th-8th	Foreign Language	iChineseReader	2019	Yes	0.0%
5th-8th	Foreign Language	Vista Higher Learning	2018	Yes	0.0%
8th	Geometry	Big Ideas Learning	2015	Yes	0.0%
6th-8th	Mathematics	Big Ideas Learning	2015	Yes	0.0%
K-5	Mathematics	Pearson	2015	Yes	0.0%
K-5	Reading Language Arts	Heinemann	2017	Yes	0.0%
K-2	Reading Language Arts	Heinemann Phonics	2019	Yes	0.0%
5th-8th	Science	Accelerate Learning	2018	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2015	Yes	0.0%
K-4	Social Science/History	Scott Foresman - Standards Aligned	2008	Yes	0.0%
5th-8th	Social Science/History	Teacher's Curriculum Institute	2011	Yes	0.0%

School Facilities (School Year 2021-22)

Woodside School is a unique community facility that offers all the benefits of a personalized small school. The fifteen acre campus provides an environment of beauty to its students. In addition to the academic buildings, the school has a multipurpose room with theater, gymnasium, computer and design labs, and preschool. A library serves the preschool through 8th grade classes.

Outdoor facilities include two soccer fields, one baseball field and two tennis courts. Separate play areas with equipment are provided for the preschool, kindergarten, primary, intermediate and middle grades.

The chart displays results of the most recent facilities inspection report. Data in the chart was collected in November 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	11/9/2021	
Data Collected:	November 2021	
Overall Summary of School Facility Conditions:	Exemplary	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Teacher Assignment

The tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42	100%	42	100%	N/A	N/A
Intern Credential Holders Properly Assigned	0	0%	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	0	0%	N/A	N/A
Unknown	0	0%	0	0%	N/A	N/A
Total Teaching Positions	42	100%	42	100%	N/A	N/A

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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 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).

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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics 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.

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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	83.26	NT	83.33	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	79.58	NT	79.67	NT	33.4
Science (Grades 5, 8, and 10)	NT	77.65	NT	77.65	NT	28.72

Assessment Results by Student Group										
	English-Language Arts					Mathematics				
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	247	240	97.17	2.83	83.26	247	240	97.17	2.83	79.58
Male	135	129	95.56	4.44	78.91	135	129	95.56	4.44	79.84
Female	112	111	99.11	0.89	88.29	112	111	99.11	0.89	79.28
American Indian or Alaska Native	0	0	0	0	--	0	0	0	0	0
Asian	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Filipino	0	0	0	0	--	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	51.72	30	29	96.67	3.33	48.28
Black or African American	--	--	--	--	--	--	--	--	--	--
White	167	162	97.01	2.99	88.82	167	162	97.01	2.99	86.42
Two or More Races	33	32	96.97	3.03	90.63	33	32	96.97	3.03	81.25
EL Students	12	12	100	0	33.33	12	12	100	0	16.67
Foster Youth	0	0	0	0	--	16.67	0	0	0	0
Homeless	0	0	0	0	--	0	0	0	0	0
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	0	37.5	24	24	100	0	33.33
Migrant Education	0	0	0	0	--	0	0	0	0	0
Students with Disabilities	44	44	100	0	48.84	44	44	100	0	52.27

Assessment Results by Student Group					
	Science				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	247	240	97.17	2.83	79.58
Male	135	129	95.56	4.44	79.84
Female	112	111	99.11	0.89	79.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	48.28
Black or African American	--	--	--	--	--
White	167	162	97.01	2.99	86.42
Two or More Races	33	32	96.97	3.03	81.25
EL Students	12	12	100	0	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	0	33.33
Migrant Education	0	0	0	0	0
Students with Disabilities	44	44	100	0	52.27

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

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

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.

1.) Strategic Plan and School Site Council Goals in alignment

2.) Weekly bulletin with parent opportunities

3.) Parent forums on curriculum and student services

4.) Parent survey

Parent Involvement (School Year 2021-22)

Woodside School's success can be attributed to wide-ranging support from the community, the school Foundation and PTA. The Woodside School Foundation granted over $2.0 million to the District in 2020-2021 for program operations.

The School Site Council, including staff and parent representatives, sets goals annually in alignment with the District Strategic and LCAP Plans. The goals for the 2020-2021 school year are:

1.) Focus on 21st Century Skills

2.) Invest in Excellence

3.) Communicate the Woodside School Advantage

4.) Connect with the Community

5.) Distinguish Elementary and Middle Schools

State Priority: Pupil Engagement

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

 • Attendance

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	382	379	33	8.7
Female	176	175	12	6.9
Male	206	204	21	10.3
American Indian or Alaska Native	1	1	0	0.0
Asian	17	17	1	5.9
Black or African American	8	8	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	62	61	9	14.8
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	42	41	3	7.3
White	245	244	17	7.0
EL Students	28	28	4	14.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	46	46	8	17.4
Migrant Education	0	0	0	0.0
Students with Disabilities	76	75	9	12.0

State Priority: School Climate

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

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

Suspensions & Expulsions

The tables display 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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	0.00	0.00	0.26	0.00	0.00	0.00
District	0.00	0.00	0.26	0.00	0.00	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.26	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Safe School Plan (School Year 2021-22)

Safety of students and staff is a primary concern of Woodside School. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Woodside School Safety Plan was last approved in February 2021. An updated plan is being reviewed by School Site Council in January 2022, and will be on the Governing Board agenda for approval on February 2022. The 2020-21 School Safety Plan includes all requirements for the State submission. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during lunch by certificated and classified staff. There is a designated area for student drop off and pick up. All visitors are expected to sign in at the front office upon arrival at the school's campus.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. Woodside School has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the local public libraries, including Woodside and Redwood City, which contain numerous computer workstations.

Staff Development

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

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.

Average Class Size Distribution											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	18	12	13	4	3	4				1		
1	17	14	14	2	3	4						
2	13		13	3	2	3						
3	17	17	16	3	2	2						
4	19	16	16	3	3	4						
5	16	19	16	3	3	3						
6	18	12	13	23	36	30	8	6				
Other		28			1						1	
By Subject Area												
English	15	16	15	7	6	6						
Mathematics	10	10	13	8	8	7						
Science	13	14		7	7	3						
Social Science	16	16	16	5	5	3						

Counseling & Support Staff (School Year 2020-21)

It is our goal at Woodside School to support all students in their social and emotional development as well as their academic success. The school gives special attention to all students who experience achievement challenges and who have social or emotional problems. Regular meetings are held to discuss student related concerns and to problem solve on these matters as a staff and with parent participation. The table lists the support service personnel available at Woodside School.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	409

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Woodside School receives state and federal funding for the following categorical funds and other support programs: Limited English Proficient students, special education, lottery, teacher quality, economic impact aid, and class size reduction funding less Basic Aid "Fair Share".

District Expenditures (Fiscal Year 2019-20)

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, is not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$31,745
School: From Supplemental/Restricted Sources	$7,533
School: From Basic/Unrestricted Sources	$24,212
District: From Basic/Unrestricted Sources	$24,212
Percentage of Variation between School & District	0.00%
State: From Basic/Unrestricted Sources	$8,444
Percentage of Variation between School & State	186.74%

Teacher & Administrative Salaries (Fiscal Year 2019-20)

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.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	$64,995	$47,265
Mid-Range Teachers	$92,674	$69,813
Highest Teachers	$132,810	$91,237
Elementary School Principals	$146,595	$113,466
Middle School Principals	$146,595	$115,186
High School Principals	$0	$0
Superintendent	$200,000	$131,359
Teacher Salaries	41%	30%
Administrative Salaries	5%	7%

School Site Teacher Salaries (Fiscal Year 2019-20)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2018-19 financial statements).

2019-20 Average Teacher Salary	
School	$113,043
District	$113,043
Percentage of Variation between School & District	0.00%
All Similar School Districts	$72,352
Percentage of Variation between School & State	56.24%