

# Abraham Lincoln 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.

## About This School

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

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Vivian Ekchian
<b>Email Address</b>	<a href="mailto:vekchian@gusd.net">vekchian@gusd.net</a>
<b>Website</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Abraham Lincoln Elementary
<b>Street</b>	4310 New York Ave.
<b>City, State, Zip</b>	La Crescenta, Ca, 91214-2567
<b>Phone Number</b>	818-249-1863
<b>Principal</b>	Barbara Fariss, Principal
<b>Email Address</b>	<a href="mailto:bfariss@gusd.net">bfariss@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013742

*Last updated: 12/19/2019*

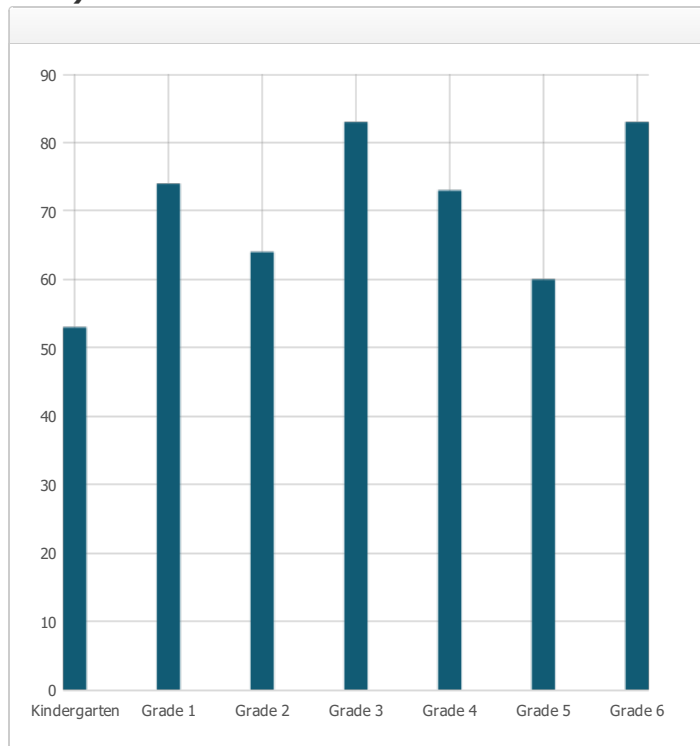
### School Description and Mission Statement (School Year 2019—20)

The Abraham Lincoln Elementary School, a unique partnership of parents, teachers, and students, ensures that each child builds a strong academic foundation through a broad base of experiences in a nurturing environment in order to make responsible decisions and excel in an ever-changing world.

*Last updated: 1/16/2020*

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

Grade Level	Number of Students
Kindergarten	53
Grade 1	74
Grade 2	64
Grade 3	83
Grade 4	73
Grade 5	60
Grade 6	83
<b>Total Enrollment</b>	<b>490</b>



Last updated: 12/28/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.40 %
Asian	21.00 %
Filipino	2.70 %
Hispanic or Latino	16.30 %
Native Hawaiian or Pacific Islander	%
White	53.10 %
Two or More Races	5.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.60 %
English Learners	12.20 %
Students with Disabilities	12.90 %
Foster Youth	%
Homeless	1.00 %

## A. Conditions of Learning

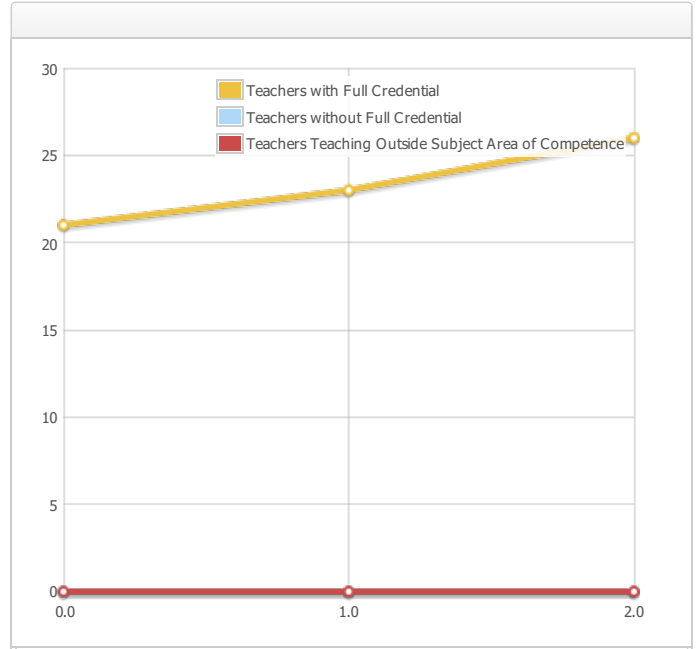
### State Priority: Basic

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

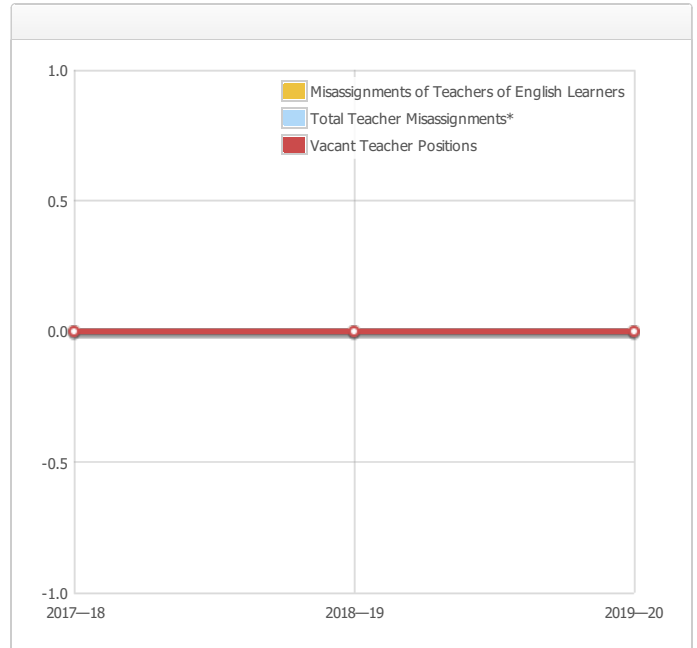
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	23	26	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	63



Last updated: 1/16/2020

#### 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: 1/16/2020

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

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

<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	Benchmark Advanced (K-5) Springboard 6th (2019)	Yes	0.00 %
Mathematics	Pearson EnVision 2017	Yes	0.00 %
Science	MacMillan McGraw Hill – California Science/2007	Yes	0.00 %
History-Social Science	McMillan McGraw Hill – California Vistas/2006		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/16/2020*

## School Facility Conditions and Planned Improvements

Lincoln Elementary School opened in 1925. Major renovation took place in 2002-2003 that moved the school front and added a redesigned area to provide an expanded workroom, an additional conference room for larger parent/pupil meetings, and an expanded teacher's lounge. The former administration area now houses an expanded and updated computer lab with Internet wiring, a speech room, an enlarged SAI core classroom, a literacy lab, and a room dedicated to parent volunteers, called the Lion's Den. In 2012, new computers, document cameras, LCD projectors, and several SmartBoards were provided in classrooms. Classroom amplification systems were purchased for classrooms in 2013. The library was renovated with new shelving and wood floor in 2012. The only entrance to the school while students are in class is through the main office. In 2013, a glass partition was installed in the front office to provide additional security. During the summer of 2014, a new play structure was installed on the playground and includes two large canopies for shade. A new sound/video projection system was installed in the auditorium in 2013. Plans were developed to replace 5 old bungalows with a 6-classroom newly constructed building. Construction was completed during the 2016-17 school year. In 2019, a new play structure was completed in the Kindergarten area, the computer lab was updated with 40 new PCs, and two additional Chromebook carts were added. New sound systems were added to all classrooms and wireless microphones were added to the auditorium.

We have two full time and one part time custodian who keep our facilities clean. Each classroom is cleaned every other day, and rest rooms are cleaned every day. District maintenance removes graffiti and maintains landscaping on a regular schedule.

*Last updated: 1/16/2020*

## School Facility Good Repair Status

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

Overall Rating	Good
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*Last updated: 12/31/2019*

## 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)	78.0%	77.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	64.0%	65.0%	53.0%	55.0%	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: 1/24/2020*

**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	289	287	99.31%	0.69%	77.35%
Male	159	159	100.00%	0.00%	74.84%
Female	130	128	98.46%	1.54%	80.47%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	59	59	100.00%	0.00%	84.75%
Filipino	--	--	--	--	
Hispanic or Latino	42	41	97.62%	2.38%	70.73%
Native Hawaiian or Pacific Islander					
White	160	160	100.00%	0.00%	76.25%
Two or More Races	19	18	94.74%	5.26%	83.33%
Socioeconomically Disadvantaged	86	85	98.84%	1.16%	68.24%
English Learners	68	68	100.00%	0.00%	69.12%
Students with Disabilities	26	24	92.31%	7.69%	37.50%
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: 1/24/2020*



**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	289	287	99.31%	0.69%	64.81%
Male	159	159	100.00%	0.00%	66.67%
Female	130	128	98.46%	1.54%	62.50%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	59	59	100.00%	0.00%	79.66%
Filipino	--	--	--	--	
Hispanic or Latino	42	41	97.62%	2.38%	58.54%
Native Hawaiian or Pacific Islander					
White	160	160	100.00%	0.00%	59.38%
Two or More Races	19	18	94.74%	5.26%	77.78%
Socioeconomically Disadvantaged	86	85	98.84%	1.16%	51.76%
English Learners	68	68	100.00%	0.00%	60.29%
Students with Disabilities	26	24	92.31%	7.69%	25.00%
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: 1/24/2020*

**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: 1/24/2020*

# 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	16.40%	18.00%	60.70%

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: 1/28/2020*

## 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)

We at Lincoln Elementary will assist in building our parents' capacity for involvement by:  
Providing assistance to parents in understanding such topics as the State Standards and related assessments and reports.

Promoting clear two-way communication between the school and the family as to school programs and children's progress.

Providing opportunities for regular meetings where parents can provide input in decisions relating to the education of their children, and responding promptly to parent suggestions.

Providing access to and coordinating community and support services for children and families.

Convening School Site Council to ensure parent input on overseeing the school supplemental budget, convening English Language Advisory Committee (ELAC) meeting(s) to inform parents of English Language Learners (ELL) of programs and support available for English Language Learners.

Supporting PTA, Foundation and all additional stakeholder groups and school organizations.

Providing families with information designed to assist children in learning at home and school.

Involving stakeholders as decision making partners and incorporating their leadership, governance, advisory, and advocacy roles in their child's education.

### State Priority: Pupil Engagement

*Last updated: 1/16/2020*

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	0.40%	0.20%	0.20%	2.60%	2.00%	2.50%	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: 1/24/2020*

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

In order to provide a safe instructional environment, Lincoln Elementary School has a closed campus policy. This means that every person not enrolled in our school or not an employee of the Glendale Unified School District **MUST** register in the Front Office using the RAPTOR system before going onto any part of the school grounds for any reason. Parents, volunteers, and other visitors, once registered, will be given a badge to wear that should be visible to everyone. Anyone without a badge will be directed immediately to the school Office. Staff monitors the grounds before and after school, at recess, and lunchtime.

### Before/ After School Supervision:

Lincoln provides supervision at the Altura gate before school for 30 minutes and after school for 15 minutes after the last dismissal bell. All children must go directly home at the conclusion of the school day, unless enrolled in EEELP or an after-school enrichment program that takes place on campus. Parents dropping off or picking up their child by car are directed to use the traffic lane located on Altura Avenue. If you have an emergency, please notify the Office so we can alert your child. Unfortunately, if you call the Office after the dismissal time of your child, we do not have the means of getting a message to a child who might be waiting for you in the traffic lane. The traffic lane gate closes 15 minutes after the last dismissal bell, and those students who have not been picked up, will be sent to the office to contact the parent by phone. Parents of students not picked up on time must come in to the school office and sign their child out. Students are not allowed to wait outside the school unattended for any reason. Parents in need of after school childcare can contact the EEELP office at (818) 241-7562.

### Traffic & Parking:

Lincoln wants all parents to keep in mind the safety of all students as you drop-off and/or pick-up your child. Students must use the crosswalk and not cross in the middle of the street. Please use caution when driving in the vicinity of our school, avoid double-parking, and observe parking restrictions. Out of consideration for our neighbors, please do not park in a manner that blocks driveways.

In order to ensure the safety of Lincoln students, a procedure for drop-off and pick-up of students is in effect. Parking is extremely limited around the campus. The traffic lane on Altura Avenue is designed to keep your children safe when dropping them off or picking them up.

### Early Release of Students:

Students who need to leave school during the regular school day **MUST** be signed-out and picked up in the school office. Students may only be released to adults over the age of 18 whose names are listed on the Emergency Contacts in Q/Parent Connect. Please notify your child's teacher in advance to ensure that your child will receive the assignments for the day.

The traffic cones mark the drop-off lane along Altura Avenue.

This is a NO PARKING ZONE between the hours of 7:30 a.m. - 9:00 a.m. and 2:30 p.m.-3:30 p.m.

The front of the school on New York Avenue is not a drop-off or pick-up zone. Parent cooperation is needed to keep all of our students safe. Leaving yourself enough time to arrive at school and drop-off your child can relieve frustration, or you may park down the street and walk with your child. Please be aware that the Glendale Police Department does not hesitate to monitor traffic and they actively give tickets.

### AFTER SCHOOL:

All students must exit the school from the Altura gate. After school, parents will enter the designated traffic lane to pick up their child. Students must wait behind the yellow line until the pick-up vehicle comes to a full stop. If your child is not waiting, drivers **MUST** drive through, proceed around the block and try again. Students may **NOT** wait in front of the school for pick-up as there is no adult supervision. in front of the school at any time.

- Late Pick-up: At 2:40, the traffic lane closes, the Altura gate is locked, and any remaining students are escorted to the school office. It is required that an adult listed as a contact in the Q/Parent connect system, come in and sign-out any students picked up after the traffic lane is closed.
- Primary students who have older siblings will wait on the wall outside until picked up.
- On rainy days, allow extra time. Make sure you send your child with an umbrella and raincoat to protect them while waiting in the traffic lane.

For security purposes, no one is allowed on campus unless for specific purposes.

- Visitors and volunteers are required to check in at the school office when arriving on campus between the hours of 7:30 a.m.-4:00 p.m.
- All visitors and volunteers are required to sign in and out of the office using the RAPTOR system. A valid state ID and current TB test must be entered into the system before you may volunteer. Visitor's will be given a pass, which must be clearly displayed while on campus. Visitor's failing to register will be in violation of state law, which may result in a fine or imprisonment. Signs informing visitors of these regulations are posted at all entrances to each campus.
- If volunteering, your name must be on the teacher's volunteer list, and you must provide proof of a negative TB test. Please pre-arrange with the teacher prior to checking in with the office.
- All volunteers must sign a volunteer agreement.
- Sign IN and OUT each time you volunteer on campus.
- All volunteers working with students must be under the direct supervision and proximity of a credentialed person.

*Last updated: 1/16/2020*

## 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	22.00		3	
2	21.00	1	2	
3	20.00	1	2	
4	33.00			2
5	35.00			2
6	29.00		3	
Other**	5.00	1		

\* 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	21.00	1	3	
1	28.00		2	
2	25.00		3	
3	25.00		3	
4	34.00			1
5	36.00			3
6	33.00			2
Other**	10.00	1		

\* 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	21.00	1	2	
1	26.00		2	
2	25.00		3	
3	24.00		3	
4	36.00			2
5	35.00			1
6	36.00			3
Other**	13.00	1		

\* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
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: 1/21/2020*



**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	\$7264.00	\$1431.00	\$5833.00	\$84445.00
District	N/A	N/A	\$5998.00	\$84419.00
Percent Difference – School Site and District	N/A	N/A	-2.79%	0.03%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-25.09%	2.45%

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

*Last updated: 1/26/2020*

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

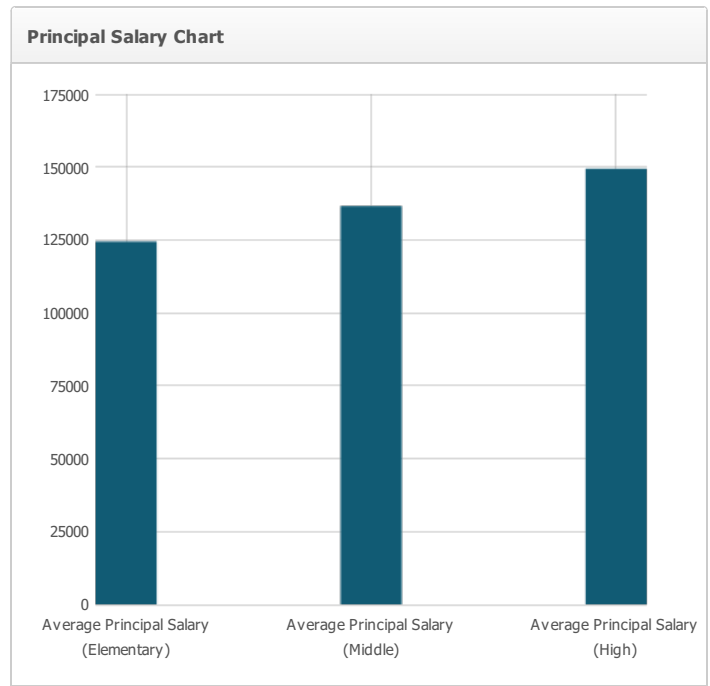
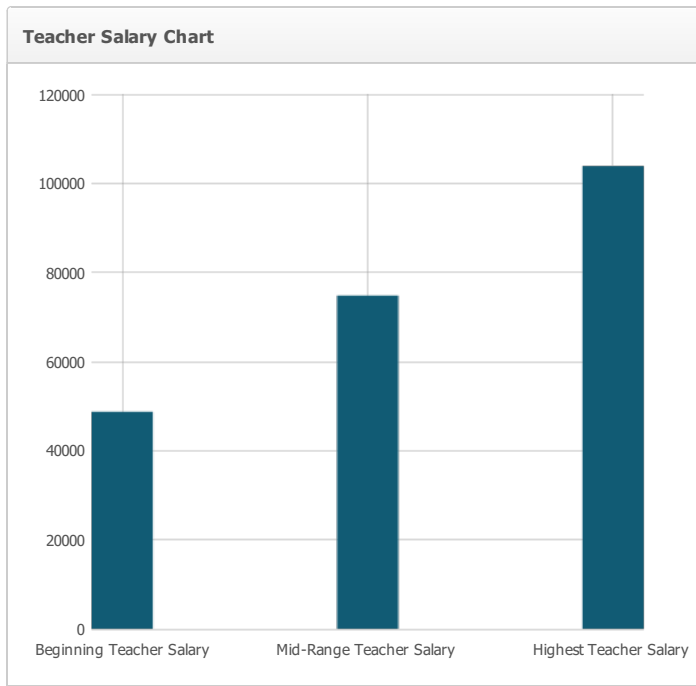
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/16/2020*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,718	\$48,612
Mid-Range Teacher Salary	\$74,790	\$74,676
Highest Teacher Salary	\$103,874	\$99,791
Average Principal Salary (Elementary)	\$124,470	\$125,830
Average Principal Salary (Middle)	\$136,644	\$131,167
Average Principal Salary (High)	\$149,424	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	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: 1/24/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/13/2020