

# Calico Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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 <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).

#### **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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Calico Continuation High School
<b>Street</b>	33525 Ponney
<b>City, State, Zip</b>	Daggett California 92327
<b>Phone Number</b>	760.254.2715
<b>Principal</b>	Michael Cox
<b>E-mail Address</b>	mcox@svusdk12.net
<b>Web Site</b>	<a href="http://silvervalley.k12.ca.us/alternative">http://silvervalley.k12.ca.us/alternative</a>
<b>Grades Served</b>	9-12
<b>CDS Code</b>	36-73890-3630282

<b>District Contact Information</b>	
<b>District Name</b>	Silver Valley Unified School District
<b>Phone Number</b>	760.254.2916
<b>Superintendent</b>	Jill S. Kemock
<b>E-mail Address</b>	jkemock@svusdk12.net
<b>Web Site</b>	www.svusdk12.net

### School Description and Mission Statement (Most Recent Year)

The vision of Calico High School is to create a safe and constructive learning environment which promotes academic growth and personal success for all students. Through these techniques we will develop interpersonal skills and ensure the creation of life-long learners.

The mission of the Alternative Education Center is to provide all students with an unconventional setting, where the individual needs of each student are addressed through the access of a state standards based, aligned curriculum and federal mandates

#### School Profile

Located in the rural high desert of Southern California, 126 miles from Los Angeles and 144 miles from Las Vegas, Silver Valley Unified School District educates nearly 2,300 students in grades kindergarten through twelve. Covering an area of 3,200 square miles, the district serves the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs, and Yermo.

The district is comprised of seven school sites including three elementary, one middle, one K-8, one comprehensive high school, and one Alternative Education Center (AEC). The AEC is made up of four schools, Calico High School, Silver Valley Academy, Silver Valley Community Day School, and Silver Valley Adult Education Center.

Calico High School (CHS) is WASC accredited (2013) and is located at the AEC and includes a Opportunity Program (7-9) and a continuation high school (ages 16-18). Students who experience difficulty in traditional school settings often find success in alternative programs. CHS provides individual instruction with frequent one-to-one student and teacher interaction. The school foster a college atmosphere and an attitude to prepare students for higher learning and or career readiness.

Placement at the school may be voluntary or referred through the district process. Students are screened prior to enrolling. Flexibility is key to student success. The school's programs offer several options to students regarding how assignments are completed. The curriculum is equivalent to the comprehensive high school and includes credit recovery. Preparing students for re-admittance back to the high school is a school goal.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	2
Grade 10	2
Grade 11	4
Grade 12	3
<b>Total Enrollment</b>	<b>11</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Hispanic or Latino	27.3
White	72.7
<b>Socioeconomically Disadvantaged</b>	<b>72.7</b>

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	2	134
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	0.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Pursuant to the settlement of Williams vs. the State of California, Silver Valley Unified School District thoroughly inspected each of its school sites at the start of the 2015-16 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 13, 2015.

All students, including English Learners, are given their own individual textbooks and/or instructional materials in core subjects, as well as foreign language and health (as appropriate), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt - 2010	Yes	0%
Mathematics	Holt, Rinehart & Winston - 2008 Pearson - 2008	Yes	0%
Science	Glencoe/McGraw Hill - 2007 Kendall/Hunt - 2007 Prentice Hall - 2007	Yes	0%
History-Social Science	Glencoe/McGraw Hill - 2006	Yes	0%
Foreign Language	McDougal Littell - 2004	Yes	0%
Health	Glencoe/McGraw Hill - 2010	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 8 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, Silver Valley Adult School, and the Silver Valley Community Day School. This site was originally constructed in 1953. The campus is comprised of 14 permanent classrooms, and 2 portable classrooms. The multipurpose room and 4 classrooms are currently unoccupied.

#### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District, including regular facilities inspections, to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/09/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Poor HVAC performance in unoccupied rooms (Rooms 11, 12, 13, 14, MPR and Kitchen).
<b>Interior:</b> Interior Surfaces		X		Some damaged interior surfaces in Rooms 2, 5, 7/8, and Boys restrooms by Rms 10 and 3.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Unoccupied Rooms 12, 13, 14, and Kitchen are dirty/dusty and need to be cleaned prior to re-occupancy.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/09/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/09/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	45	44
Mathematics	--	34	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	1	1	100.0	--	--	--	--
	8	2	2	100.0	--	--	--	--
	11	7	6	85.7	--	--	--	--
Male	7		1	100.0	--	--	--	--
	8		1	50.0	--	--	--	--
	11		5	71.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	8		1	50.0	--	--	--	--
	11		1	14.3	--	--	--	--
White	7		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
	11		5	71.4	--	--	--	--
Two or More Races	11		1	14.3	--	--	--	--
Socioeconomically Disadvantaged	8		2	100.0	--	--	--	--
	11		1	14.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	1	1	100.0	--	--	--	--
	8	2	2	100.0	--	--	--	--
	11	7	5	71.4	--	--	--	--
Male	7		1	100.0	--	--	--	--
	8		1	50.0	--	--	--	--
	11		4	57.1	--	--	--	--
Female	8		1	50.0	--	--	--	--
	11		1	14.3	--	--	--	--
White	7		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
	11		4	57.1	--	--	--	--
Two or More Races	11		1	14.3	--	--	--	--
Socioeconomically Disadvantaged	8		2	100.0	--	--	--	--
	11		1	14.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	--	--	--	58	63	54	59	60	56

Note: Scores are not shown 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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	54
<b>All Students at the School</b>	--
<b>Male</b>	--
<b>Female</b>	--
<b>Hispanic or Latino</b>	--
<b>White</b>	--
<b>Students with Disabilities</b>	--
<b>Foster Youth</b>	--

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2014-15)**

Calico High School strives to graduate citizens who are fully capable of functioning and prospering in our society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills.

Students may enroll in a "Career Exploration" class which enables them to research different career options and to develop skills necessary for applying for jobs, such as writing resumes and interviewing skills. Calico High School engages community support and participation to provide guest speakers from organizations such as the Speakers Bureau of the Chamber of Commerce, Fort Irwin, the County Sheriff's Association, San Bernardino County offices, Wal-Mart, the military, the Barstow Police Department, and Barstow Community College representatives . These speakers increase student awareness of the many opportunities and options for future education, training, and employment beyond high school .

Calico High School does not offer on-site vocational classes. Students may participate in San Bernardino County's Regional Occupation Program (ROP). Classes are offered to students who are age 16 and older at the Silver Valley High School campus. A list of courses may be obtained from the ROP office . For more information about Career/Technical Education and/or the District's Regional Occupation Program, please contact Principal Cameron Smart at Silver Valley High School.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	7
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				50	53	21	57	56	58
Mathematics				52	63	18	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	47	29	24	45	42	13
All Students at the School	0	0		0	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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to undertake an active role in their child's education. Parents are welcome to volunteer in the class rooms, chaperone school events and field trips, and participate on the School Site Council. The Parent Booster's Club helps fund numerous activities for the school.

Numerous programs and activities at Calico Continuation High School are enriched by generous contributions from local businesses and service organizations.



## State Priority: Pupil Engagement

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

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		3.10	5.00		3.10	5.00	13.10	11.40	11.50
Graduation Rate		93.88	92.44		93.88	92.44	78.87	80.44	80.95

### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	120	104.96	84.6
Black or African American	100	105.88	76
American Indian or Alaska Native		100	78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino	33.33	108.11	81.28
Native Hawaiian/Pacific Islander		50	83.58
White	400	105.36	89.93
Two or More Races		75	82.8
Socioeconomically Disadvantaged		100	61.28
English Learners		66.67	50.76
Students with Disabilities	125	98.33	81.36
Foster Youth	--	--	--

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.34	3.45	7.41	5.92	4.63	3.28	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.29	0.04	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The safety of students and staff is a primary concern of Calico Continuation High School. All guests to the campus must sign in at the office. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon-duty aides, teachers, and school administrators.

To safeguard the well-being of students and staff, comprehensive School Site Safety Plans have been developed for each site by the district. The Safety Plans were most recently updated in January 2014, with all revisions reviewed with the staff. Key elements of the Safety Plan focus on the following: school rules and procedures, disaster procedures, current status of school crime, notification to teachers, child abuse reporting procedures, school wide dress code, routine and emergency drills, sexual harassment policy, policies related to suspension and expulsion, maintaining a safe and orderly school environment, safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws , rules and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	75
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,478	\$4,208	\$9,270	\$67,455
District	N/A	N/A	\$4,984	\$62,121
Percent Difference: School Site and District	N/A	N/A	86.0	15.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	67.4	6.8

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

### Types of Services Funded (Fiscal Year 2014-15)

Based on 2010-11 audited financial statements, Silver Valley Unified School considered restricted. Basic unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,638	\$40,379
Mid-Range Teacher Salary	\$62,339	\$62,323
Highest Teacher Salary	\$88,154	\$81,127
Average Principal Salary (Elementary)	\$105,695	\$99,192
Average Principal Salary (Middle)	\$104,233	\$91,287
Average Principal Salary (High)	\$113,483	\$112,088
Superintendent Salary	\$187,197	\$159,821
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession" which include the following: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsored various opportunities for professional development. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include staff development / PLC topics included: APEX Training, Illuminate Training, Pearson DRA Training, Holt Differential Instruction ELA, CMAT (Math) Training, Singapore Math Conference, and Scholastic Read 180 & System 44 training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.