

# Brywood Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <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 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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Brywood Elementary School
<b>Street</b>	1 Westwood
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-5500
<b>Principal</b>	Astrid Ramirez
<b>E-mail Address</b>	<a href="mailto:astridramirez@iusd.org">astridramirez@iusd.org</a>
<b>Web Site</b>	<a href="http://www.iusd.org/br/">http://www.iusd.org/br/</a>
<b>CDS Code</b>	30-73650-6102719

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2016-17)**

Located in the village of Northwood, Brywood Elementary School has an enrollment of 596 students in grades kindergarten through sixth. Our unique community is comprised of many ethnic groups and a variety of languages are spoken among our students and Brywood families. We offer a wide range of educational settings for our students, Specific Academic Instruction (SAI), General Education, Gifted and Talented Education (GATE) and an Alternative Program for Academically Accelerated Students (APAAS). Our school is a unique and dynamic learning community, as we believe that every person, every learner, every culture has something to offer to the educational experience. I am pleased to present Brywood School's seventeenth annual report to our community.

Under the provisions of Proposition 98, schools in California are required to prepare an annual School Accountability Report Card assessing our school in a variety of performance areas. The purpose of the school profile is to inform our school community about the conditions and progress made at Brywood during the 2016-2017 school year. Our profile also provides an excellent opportunity for us to identify the strengths and challenges of our school program and to engage our school community in discussing our vision and improvement efforts.

As you read through our profile, you will find a school with an impressive record of consistently strong achievement and a faculty committed to meeting the needs of all students. During this year Brywood staff continued its implementation of Response to Instruction (RtI) and Professional Learning Communities (PLC) as a collaborative effort to improve teaching and instructional strategies. We continued to receive coaching from our district TOSA ensuring the fidelity of RtI and the commitment to work collaboratively to improve instruction. The entire staff has also been trained in the use of Thinking Maps and Write From the Beginning to support student learning in all curricular areas with an emphasis in writing. Teachers have also received training in the use of instructional technology. The efforts of the Multi-Tiered Systems of Support Team (MTSS) ensures a collaborative teaching and learning environment that addresses the social/emotional, behavioral and academic support for each student. Additionally, the school has implemented Positive Behavior Intervention and Support (PBIS). The PBIS team continues to provide the entire staff with PBIS training with ongoing school wide implementation for the 2015-2016 school year and beyond. Training will also continue for the auxiliary staff and the parent community.

Parent involvement has contributed significantly to our success. We believe that students, teachers, and parents should work closely together in an atmosphere of mutual respect and collaboration. Education is a function of the community, the district, and the school. We welcome your continued participation in your child's educational development.

Preparing today's students for tomorrow's world is exciting and challenging for all of us. With our strong community support, the exceptional expertise of our Brywood staff, and our shared commitment to learning, we face this challenge with optimism and confidence. Thank you for your continued support and contributions for excellence.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	64
Grade 1	69
Grade 2	61
Grade 3	76
Grade 4	103
Grade 5	103
Grade 6	103
<b>Total Enrollment</b>	<b>579</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	52.7
Filipino	3.3
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0
White	19
Two or More Races	11.4
Socioeconomically Disadvantaged	15.2
English Learners	16.4
Students with Disabilities	12.3
Foster Youth	0

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24.60	23.80	23	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	105.84

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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

Brywood’s facility is well used and well maintained. Brywood has twenty-four regular classrooms and a shared portable for our science lab and instrumental music. Our multipurpose room provides instructional space for an additional instrumental music class, 3rd grade music and RtI for 1st grade. Walking through our school, one can see that all areas are utilized for a variety of small groups and large group instruction. Our stage area, adjacent to the multipurpose room is used for Occupational Therapy, Adaptive P.E. and small group counseling support. As part of our commitment to a safe and orderly campus, we have developed a comprehensive Student Discipline Plan. ON TRACK, providing both consequences and rewards. An Emergency Disaster Plan has been developed and provides alternatives for a variety of potential disasters. Evacuation drills are conducted regularly throughout the year. Our disaster preparedness plan is updated yearly and is on file in the office. We maintain emergency supplies such as dried food, water, first aid, tarps, space blankets, and other essential disaster supplies in a central location.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: December 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	76	77	77	78	44	48
Mathematics	77	80	74	75	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	75	75	100.0	73.3
	4	105	104	99.0	74.0
	5	102	100	98.0	81.0
	6	104	103	99.0	79.6
Male	3	34	34	100.0	61.8
	4	57	57	100.0	77.2
	5	56	54	96.4	75.9
	6	48	47	97.9	66.0
Female	3	41	41	100.0	82.9
	4	48	47	97.9	70.2
	5	46	46	100.0	87.0
	6	56	56	100.0	91.1
Asian	3	33	33	100.0	75.8
	4	65	64	98.5	87.5
	5	58	57	98.3	87.7
	6	67	66	98.5	84.8
Hispanic or Latino	3	15	15	100.0	53.3
White	3	14	14	100.0	64.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	17	17	100.0	64.7
	5	19	18	94.7	66.7
	6	14	14	100.0	71.4
<b>Two or More Races</b>	5	11	11	100.0	90.9
<b>Socioeconomically Disadvantaged</b>	3	12	12	100.0	41.7
<b>English Learners</b>	3	15	15	100.0	46.7
	4	17	17	100.0	58.8
	6	12	12	100.0	16.7
<b>Students with Disabilities</b>	3	18	18	100.0	22.2
	5	11	11	100.0	27.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	74	74	100.0	78.4
	4	105	104	99.0	76.9
	5	102	100	98.0	82.0
	6	104	103	99.0	82.5
<b>Male</b>	3	33	33	100.0	69.7
	4	57	57	100.0	79.0
	5	56	54	96.4	79.6
	6	48	47	97.9	76.6
<b>Female</b>	3	41	41	100.0	85.4
	4	48	47	97.9	74.5
	5	46	46	100.0	84.8
	6	56	56	100.0	87.5
<b>Asian</b>	3	33	33	100.0	84.8
	4	65	64	98.5	89.1
	5	58	57	98.3	93.0
	6	67	66	98.5	90.9
<b>Hispanic or Latino</b>	3	15	15	100.0	60.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	13	13	100.0	61.5
	4	17	17	100.0	64.7
	5	19	18	94.7	61.1
	6	14	14	100.0	64.3
Two or More Races	5	11	11	100.0	100.0
Socioeconomically Disadvantaged	3	12	12	100.0	33.3
English Learners	3	15	15	100.0	53.3
	4	17	17	100.0	58.8
	6	12	12	100.0	50.0
Students with Disabilities	3	17	17	100.0	29.4
	5	11	11	100.0	36.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	93	96	92	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	102	100	98.0	92.0
Male	56	54	96.4	88.9
Female	46	46	100.0	95.7
Asian	58	57	98.3	94.7
White	19	18	94.7	94.4
Two or More Races	11	11	100.0	100.0
Students with Disabilities	11	11	100.0	63.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.9	30.7	38.6

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 (School Year 2016-17)**

Our PTA, School Site Council (SSC) and English Learner Advisory Committee (ELAC) are active participants in the community. They help develop and support the educational goals for Brywood Elementary students. Annually, Our PTA raises approximately \$40,000 to support our school programs. Their contributions allow us to annually upgrade technology school wide. To date, we have been able to purchase iPads, MacBook Airs, technology carts and peripherals. The donations also allow us to purchase classroom supplies and curricular materials that enhance instruction and learning, and provide enrichment opportunities through school-wide assemblies. Our School Site Council provides our community with a comprehensive yearly review of our educational programs including Early Intervention Reading Model (EIRM), RtI and the Comprehensive School Safety Plan. School Site Council funding supports our full time Computer lab teacher, Instructional Assistants for RtI, additional kindergarten instructional assistant hours to support the Early Intervention Reading Model (EIRM). SSC approved funds that were used to pay for teacher release time, technology training, Thinking Maps and Write From the Beginning training. Our English Learner Advisory Committee supports our English Learners by advising staff and administration on topics related to second language learners. Annual parent education nights help to support the home school connection. Topics of the trainininclude Title I Parent Training, Parenting Classes, Math Nights, Cyber Education and Disaster Preparedness.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.5	1.0	0.7	1.3	1.4	1.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Brywood School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and was amended in May 2016 and was approved by the School Site Council and School Safety Planning Committee in September 2016. Key elements of the plan include:

1. Assessing the current status of school crime committed on the school campus and at school related functions.
- 2a. Child Abuse Reporting Procedures,
- 2b. Disaster Procedures-Routine and Emergency,
- 2c. Policies for Suspension, Expulsion and Mandatory Expulsion,
- 2d. Procedures for Notification of Staff Regarding Dangerous Students,
- 2e. Policies on Sexual Harassment,
- 2f. Policy Relating to School Dress Code (especially gang-related apparel),
- 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School,
- 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School,
- 2i. Rules and Procedures on School Discipline based on the PBIS program.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	N/A	46.7

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		23	1	2		15.5	4		
1	29		2		30		2		30.5		2	
2	32		2		27		2		29		2	
3	25	1	2		25	1	3		24		2	1
4	33		1	2	33			3	33			3
5	27	1	2	1	28	1		3	27.3	1		3
6	30	1		3	28	1	1	2	32.7		1	2
Other									12	2		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.1	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	5.0	N/A
Other	1.0	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,716	\$165	\$4,551	\$88,105
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	-8.6	14.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.8	16.2

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

## Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. Finally, concentration grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

Each year our district and school offers professional improvement opportunities to all staff which focus on the implementation of new curriculum and the incorporation of effective teaching strategies. Two contract required days per year are allocated for targeted staff development activities in the areas of Thinking Maps, Technology, Formative Assessments and Mental Health Support.