

Davis (Caroline) Intermediate

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.

Ginelyn Doldolea-Kudsi

 Principal, Davis (Caroline) Intermediate

About Our School

Contact

Davis (Caroline) Intermediate
5035 Edenvue Dr.
San Jose, CA 95111-4031

Phone: 408-227-0616
Email: gkudsi@oqsd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Jose Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2019—20)	
School Name	Davis (Caroline) Intermediate
Street	5035 Edenview Dr.
City, State, Zip	San Jose, Ca, 95111-4031
Phone Number	408-227-0616
Principal	Ginelyn Doldolea-Kudsi
Email Address	gkudsi@ogsd.net
Website	www.davis.ogsd.net
County-District-School (CDS) Code	43696256048094

Last updated: 12/13/2019

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

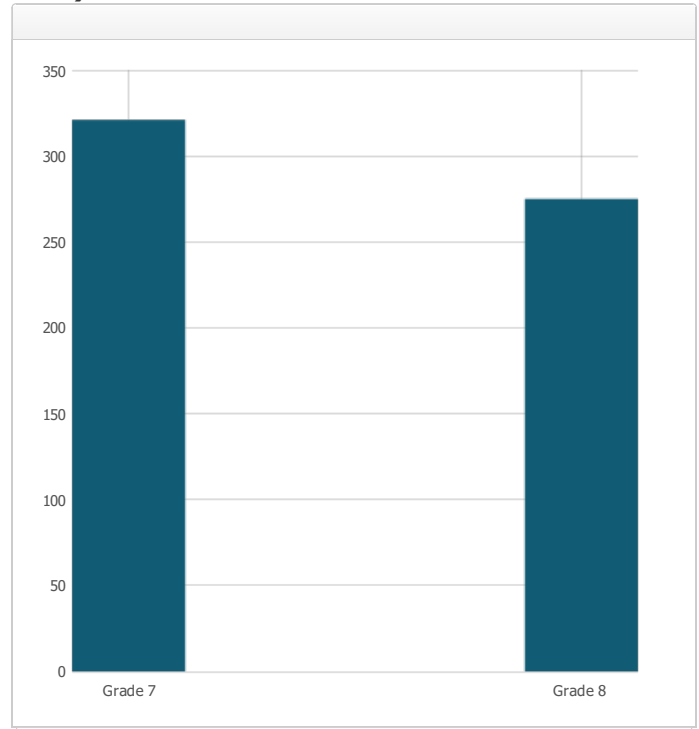
Caroline Davis Intermediate School is committed to developing an inclusive, caring educational community in which each individual experiences high levels of academic success. The faculty of Caroline Davis School acknowledges that a successful school community depends on a close partnership among the parents, teachers, and students. We look at meeting the needs of each individual student through a team-teaching approach, which allows us to provide high levels of teaching and learning for all. All students have access to a challenging core curriculum and assessments that are directly aligned to the standards. Instruction incorporates collaboration, creativity, critical thinking, communication, and technology. Teachers, leaders, and staff continuously use data to reflect on student learning and engage in meaningful collaboration through the Professional Learning Community process to improve and target best instructional practices. Our Instructional Coaches are experts in the field of English language acquisition and literacy. Through targeted support and specific coaching cycles, all staff are able to deepen their understanding of differentiated instruction in order to provide culturally appropriate curriculum so that all students can engage and have access, to achieve academic success.

At Davis, all students are members of a shared roster team which allows teachers and support staff to know them well and to create pathways to interventions, advanced coursework, and family support in a timely manner. Learning occurs in a safe environment that supports their socio-emotional needs. When students' emotional, social and academic needs are met, they are free to focus on creating a pathway to college and career readiness.

Last updated: 12/13/2019

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

Grade Level	Number of Students
Grade 7	321
Grade 8	275
Total Enrollment	596



Last updated: 12/13/2019

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

Student Group	Percent of Total Enrollment
Black or African American	4.90 %
American Indian or Alaska Native	0.20 %
Asian	21.30 %
Filipino	3.20 %
Hispanic or Latino	61.40 %
Native Hawaiian or Pacific Islander	0.80 %
White	6.50 %
Two or More Races	1.70 %
Other	-0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.40 %
English Learners	35.70 %
Students with Disabilities	15.80 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

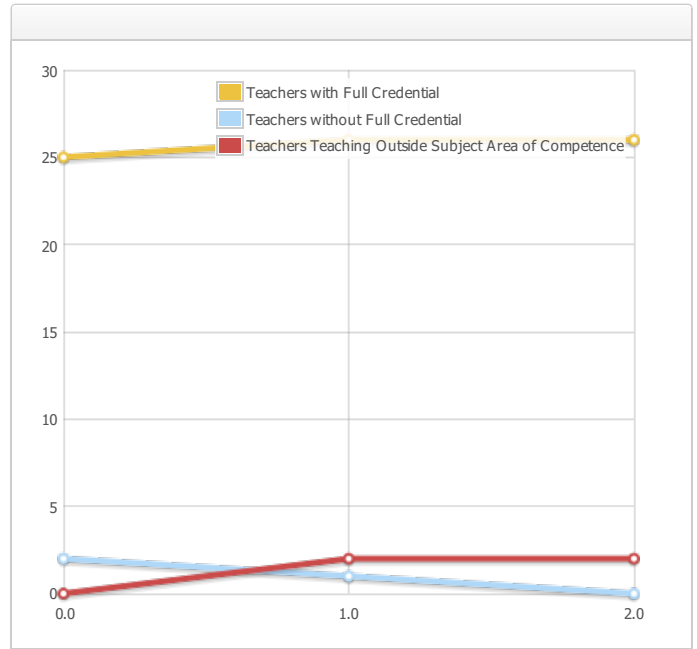
State Priority: Basic

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

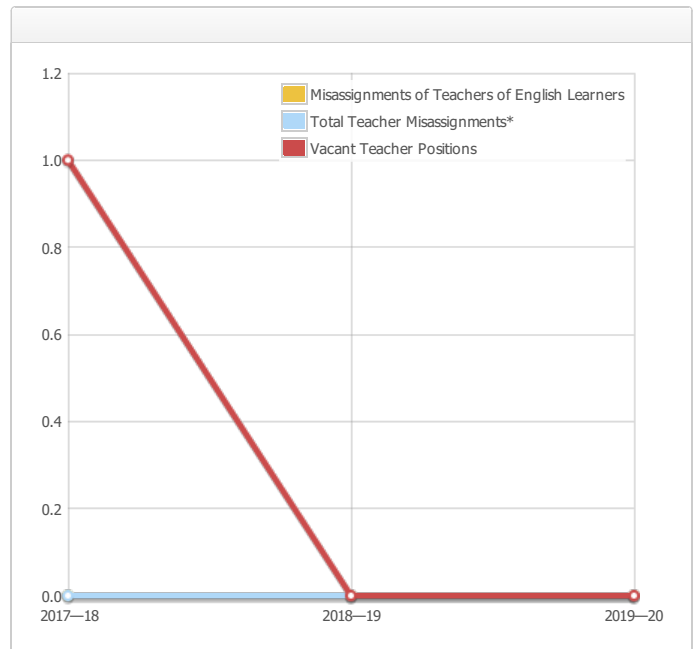
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	26	26	410
Without Full Credential	2	1	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	2



Last updated: 12/17/2019

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	1	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: 12/17/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	Yes	0.00 %
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	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: 12/16/2019

School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation. Measure P: On November 4, 2014, the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology. During the summer of 2015, 2016 and 2017, ten school sites (Anderson, Bernal, Davis, Del Roble, Edenvale, Oakridge, Parkview, Herman, Hayes, and Sakamoto), had over approximately 38 million dollars of HVAC and Roofing renovations completed. After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will ensure that critical services continue to be provided for our students for years to come.

Last updated: 12/18/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Fair	Lighting issue room # 37, Boys and Girls locker room, and Counseling office. Work orders created to make the repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Loose faucet in rm# 37. Work order crated to make the repairs.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

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

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

Last updated: 12/17/2019

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)	42%	45%	54%	50%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	30%	34%	46%	42%	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: 12/13/2019

**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	592	577	97.47%		44.71%
Male	294	283	96.26%		40.64%
Female	298	294	98.66%		48.64%
Black or African American	27	27	100.00%		18.52%
American Indian or Alaska Native	--	--	--		
Asian	126	121	96%		75.21%
Filipino	18	18	100.00%		61.11%
Hispanic or Latino	363	355	97.80%		33.52%
Native Hawaiian or Pacific Islander	--	--	--		
White	38	38	100.00%		47.37%
Two or More Races	12	12	100.00%		83.33%
Socioeconomically Disadvantaged	392	382	97.45%		35.86%
English Learners	291	279	95.88%		30.11%
Students with Disabilities	94	94	100.00%		9.57%
Students Receiving Migrant Education Services	20	20	100.00%		45.00%
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: 12/13/2019

**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	591	584	98.82%		34.08%
Male	294	289	98.30%		31.49%
Female	297	295	99.33%		36.61%
Black or African American	27	27	100.00%		11.11%
American Indian or Alaska Native	--	--	--		
Asian	126	124	98%		76.61%
Filipino	18	18	100.00%		55.56%
Hispanic or Latino	362	359	99.17%		18.38%
Native Hawaiian or Pacific Islander	--	--	--		
White	38	38	100.00%		36.84%
Two or More Races	12	12	100.00%		58.33%
Socioeconomically Disadvantaged	391	387	98.98%		23.51%
English Learners	291	287	98.63%		21.60%
Students with Disabilities	94	94	100.00%		6.38%
Students Receiving Migrant Education Services	20	20	100.00%		15.00%
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: 12/13/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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
Science (grades 5, 8, and high school)						

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: 12/13/2019

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
7	20.20%	19.60%	26.20%

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: 1/6/2020

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)

Parents are invited to become involved as representatives on the Davis School Site Council, Home, and School Club, and Hispanic Parent Club and are invited to serve as a school representative to numerous district committees such as the District Advisory Committee, HABLA, District English Language Advisory Committee, and the Koffee Klatch. Parents are encouraged to support their children by attending school activities and extracurricular events such as after-school sporting events which include cross country, basketball, volleyball, soccer, track/field, and band competitions and music festivals. Davis provides parent training through various parent information meetings. Parents may also become involved in supporting the school program by monitoring homework, attending parent informational events and workshops, and regularly communicating with the teachers and counselors through SchoolLoop, email, and campus visits and conferences.

State Priority: Pupil Engagement

Last updated: 12/13/2019

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	9.48%	9.67%	11.50%	3.20%	2.90%	2.80%	--	--	--
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	--	--	--

Last updated: 1/6/2020

School Safety Plan (School Year 2019—20)

School safety is the number one priority in Oak Grove School District. Each year's goals relating to school safety and for preventing the use of tobacco, drugs, alcohol, and school violence are established by the Student Services Advisory Committee and submitted to the State of California. The Safe School Action Plan was developed through the work of the Safe School Committee and is based on the surveys administered to students, staff, and community. Last year our goals also included improving our disaster preparedness, as well as balancing the school discipline plans with positive incentives as we continue to implement Positive Behavior Interventions and Supports (PBIS). The Davis Staff continues to work to improve preparation for disasters by conducting Run, Hide, Defend drills and Simulated Emergency Disaster Drills. Students also learn the dangers of tobacco, drugs, and alcohol in physical education and science classes. In addition, positive discipline is a school-wide focus with students participating in School-wide Behavior Expectation Assemblies as well as positive incentive programs such as Student Awards Assemblies and Honor Roll Awards. PBIS Rallies occur four times a year and celebrates excellent behavior, and academic success, and helps to create a positive and inclusive school culture. The School Site Council, which consists of parents and teacher representatives, reviewed and updated the Safe School Action plan on October 15, 2019. The Davis Staff will continue to monitor overall school safety and to re-evaluate our disaster preparedness.

Last updated: 12/13/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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.

Last updated: 12/13/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	17	12	4
Mathematics	24.00	12	16	2
Science	27.00	5	16	4
Social Science	29.00	3	13	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	14	10	4
Mathematics	23.00	9	13	3
Science	30.00	2	9	9
Social Science	31.00	2	8	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	13	5	7
Mathematics	25.00	9	11	4
Science	30.00	4	5	11
Social Science	30.00	3	8	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/13/2019

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

Title	Ratio**
Counselors*	180.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 12/13/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.30
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: 12/13/2019

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	\$13236.00	\$3329.00	\$9907.00	\$104247.00
District	N/A	N/A	\$7.00	\$86973.00
Percent Difference – School Site and District	N/A	N/A	13.00%	12.00%
State	N/A	N/A	\$506.64	\$82663.00
Percent Difference – School Site and State	N/A	N/A	17.00%	15.00%

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

Last updated: 12/18/2019

Types of Services Funded (Fiscal Year 2018—19)

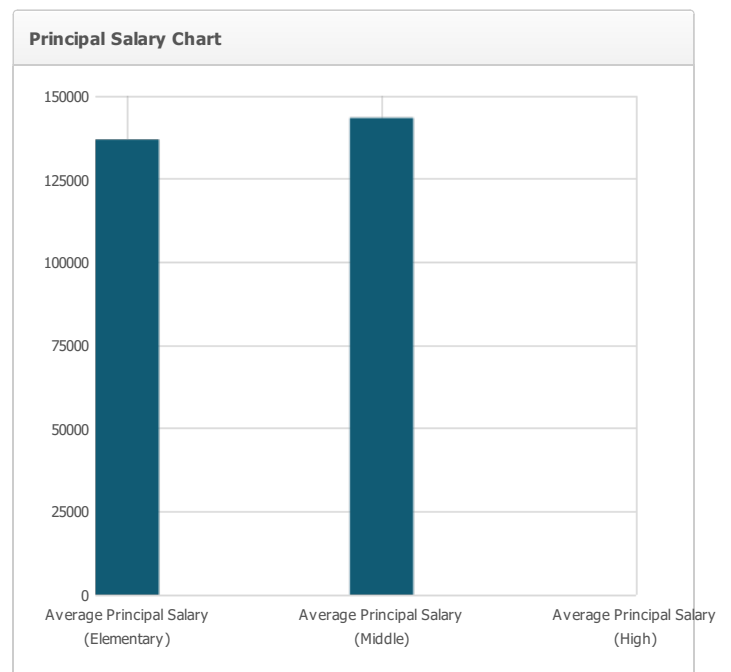
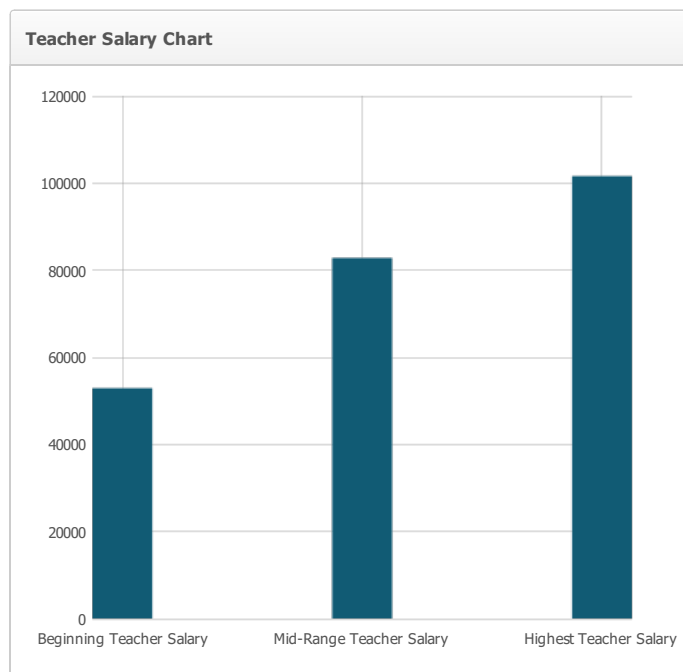
Our school funds various staff and programs through our budgets and grants so that students are provided opportunities that benefit them academically, and socio-emotionally. We fund additional hours daily for a library clerk so that students have access to grade-level fiction and non-fiction text. The additional hours allow the clerk to be available through lunchtime so students have a safe place to access Chromebooks and appropriate reading materials. We purchase instructional materials, including the purchase of office supplies and classroom materials that can be used for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource for literacy. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, and magazines). We provide additional support by providing homework centers for identified students before or after school two to three days a week. Teachers will provide Math and Writing Academies before and/or after school. We use funds towards a second instructional assistant to support our English Language Development program at Davis. This instructional assistant is also assigned to core academic classes to assist our newcomers and provide translation as needed. Our ELD teachers have additional planning days in order to attend district trainings in order to improve teaching practices and increase knowledge of English Language Development strategies. We provide additional co-teaching opportunities so that our students with disabilities are able to have additional support in their core general education classes. We use the funding to refresh, maintain and repair Chromebooks so that all students are a 1:1 ratio. In addition, availability for technology upgrades and replacement technology, such as but not limited to document cameras, projectors, and damaged Chromebooks to support student learning. We implement, monitor, and provide a Second Step Intervention Class after school, taught by two teachers, once a week, using the Second Step license and curriculum on-line with a Social Emotional focus. We fund an additional counselor on campus from Almaden Valley Counseling Center, a private, non-profit organization that provides counseling to students who are referred for various social-emotional issues and concerns. We also fund "The Art of Yoga Project", a trauma-informed program to give at-risk girls the necessary tools for healing, better decision-making, and life-long wellness.

Last updated: 12/13/2019

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$45,741
Mid-Range Teacher Salary	\$82,818	\$81,840
Highest Teacher Salary	\$101,605	\$102,065
Average Principal Salary (Elementary)	\$136,933	\$129,221
Average Principal Salary (Middle)	\$143,423	\$132,874
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$224,581
Percent of Budget for Teacher Salaries	35.00%	36.00%
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: 12/13/2019

Professional Development

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

Last updated: 12/13/2019