



# San Antonio Elementary School

## 2015-2016 School Accountability Report Card

### San Antonio Union Elementary School District

67550 Lockwood/Jolon Rd.  
Lockwood, CA  
93932

831-385-3051

CDS Code:  
27-66167-6026629

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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Mission Statement

San Antonio students will be able to read for information and enjoyment, write intelligibly, think critically and numerate well. Be upstanding citizens of good character, use technology efficiently and responsibly, and value a healthy lifestyle.

### School Profile (School Year 2016-17)

San Antonio Elementary is one of one elementary school in the San Antonio Union Elementary School District. The school is located in the San Antonio Valley, between San Antonio Lake and Fort Hunter Liggett, in the small community of Lockwood. The history of the school dates back to around 1860. Several small districts joined together in the early years to form one single school district. The current school site was built in 1974 and houses the Bryson-Pleyto school bell, which was donated when transportation became available in the early 1960's and the Bryson-Pleyto students began attending San Antonio School. The surrounding community consists of a horse sanctuary, vineyards, old family homes on acreage, a military base, some mobile home parks, a couple of little stores, and San Antonio Lake. Many ranches have cattle, horses and other livestock. The community also boasts an active 4-H Club.

Curriculum is focused on Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and interactive programs such as: The Fall Festival, Winter Program, Sports Program, Strings Program, as well as through classroom curriculum.

## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart below illustrates the enrollment trend by ethnicity and also by student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	7.4%
American Indian or Alaska Native	0.6%
Asian	-
Filipino	1.8%
Hispanic or Latino	32.5%
Native Hawaiian or Pacific Islander	0.6%
White	48.5%
Two or More Races	6.7%
EL Students	11.7%
Socioeconomically Disadvantaged	54.6%
Students with Disabilities	11.0%
Foster Youth	-

## Enrollment By Grade (School Year 2015-16)

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	16	18	14
1st	10	15	15
2nd	12	15	15
3rd	23	17	18
4th	19	24	14
5th	15	22	23
6th	24	14	20
7th	19	25	17
8th	23	20	27

## 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;
- Pupil access to standards-aligned instructional materials; and
- School facilities maintenance report/rating.

## Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Highly Qualified Teachers		
School	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
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	N/A	N/A

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	11	10	9	9
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2016-17)

San Antonio Union Elementary held a public hearing on September 13, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to the recommendation developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and the Superintendent/Principal. A recommendation is then made to the School Board. All recommended materials are available for parent examination at the District office prior to adoption. The table displays information collected in September, 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/Language Arts	Houghton Mifflin	2010	Yes	0.0%
6th-8th	English/Language Arts	McDougal Littell	2009	Yes	0.0%
K-5	History/Social Studies	Harcourt	2005	Yes	0.0%
6th	History/Social Studies	Holt, Rinehart & Winston	2010	Yes	0.0%
7th-8th	History/Social Studies	Holt, Rinehart & Winston	2005	Yes	0.0%
K-8	Mathematics	Engage NY Math	2014	Yes	0.0%
K-5	Science	Delta Education: Foss	2010	Yes	0.0%
6th-8th	Science	Pearson/Prentice Hall	2009	Yes	0.0%

## School Facilities (School Year 2016-17)

San Antonio Elementary was originally constructed in 1974 and is comprised of 13 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 1 playground.

**Cleaning Process:** The Superintendent works daily with one full-time and one 1/2 time custodial staff members to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance and repairs for the District are completed as necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data displayed in the chart was collected in December, 2016.

The District sets aside funds to pay expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The Deferred Maintenance program is no longer providing funds for these expenditures.

In March of 2014, the District installed solar panels to reduce electrical usage. This project has proved quite successful; the District is saving several thousand dollars each year in electrical costs. Security cameras were updated and additional cameras installed to cover buses, solar panels, playground areas and outdoor stage.

School Facility Conditions				
Date of Last Inspection: 11/15/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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 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)

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classroom tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	44	44	--	44	44	--	44	48
Mathematics (Grades 3-8 and 11)	--	32	23	--	32	23	--	34	36
Science (Grades 5, 8, and 10)	80	88	60	80	88	60	60	56	54

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Science	
			Percent Tested	% Met or Exceeded CA Standard
All Students	51	48	94.12	60.42
Male	26	23	88.46	73.91
Female	25	25	100	48
Hispanic or Latino	18	18	100	38.89
White	23	22	95.65	68.18
Socioeconomically Disadvantaged	18	15	83.33	33.33

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	22	19	86.36	26.32	19	86.36	21.05
Male	15	13	86.67	23.08	13	86.67	23.08
White	12	11	91.67	27.27	11	91.67	27.27
Socioeconomically Disadvantaged	12	12	100	33.33	12	100	25

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	17	13	76.47	53.85	13	76.47	30.77
Male	13	9	69.23	44.44	9	69.23	22.22

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	26	24	92.31	45.83	25	96.15	--
Male	12	11	91.67	36.36	11	91.67	--
Female	14	13	92.86	53.85	14	100	--
White	13	13	100	53.85	13	100	--
Socioeconomically Disadvantaged	11	9	81.82	44.44	10	90.91	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	21	18	85.71	55.56	18	85.71	16.67
Female	12	11	91.67	54.55	11	91.67	9.09
Socioeconomically Disadvantaged	11	8	72.73	37.5	8	72.73	25

**California Assessment of Student Performance and Progress - Grade 7**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	18	18	100	38.89	18	94.74	33.33
Male	13	13	100	38.46	13	100	38.46
White	11	11	100	36.36	11	100	36.36

**California Assessment of Student Performance and Progress - Grade 8**

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	25	23	92	47.83	23	92	39.13
Male	14	12	85.71	66.67	12	85.71	50
Female	11	11	100	27.27	11	100	27.27

**State Priority: Other Pupil Achievement**

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

- Pupil outcomes in the subject area of physical education



## Physical Fitness (School Year 2015-16)

In the spring of each year, San Antonio Elementary is required by the State to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone 2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.0%	20.0%	4.0%
7	31.6%	10.5%	5.3%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## 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 school site.

### Parent Involvement (School Year 2016-17)

The Parent Teacher Organization (PTO) sponsors Fun Nights, a Fall Festival, two Scholastic Book Fairs and other events. Parents and community members help in the classrooms and coach the athletic teams. Parents also serve on the School Site Council, Safety Committee and on the District's Governing Board.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the San Antonio Elementary School at 831-385-3051.

### State Priority: School Climate

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

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

### Discipline & Climate for Learning

Students at San Antonio Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Antonio Elementary discipline program is to guide students to be responsible for their own behavior. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year.

The table displays the suspensions and expulsions rates for the school, district, and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

#### Suspensions & Expulsions

	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	5.03	6.47	6.91	0.00	0.00	0.00
District	5.03	6.47	6.91	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: 4-H, Boy Scouts and Girl Scouts. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Volleyball, Basketball, Softball, and Football.

San Antonio School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teachers.

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

Safety of students and staff is a primary concern of San Antonio Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in December 2016 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff and classified staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the office any time they are at the school.

## 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)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

#### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2013-2014	-
Year in PI	Year 2	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

### Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with District colleagues. The District dedicated two days to staff development for the whole staff in 2015-2016. Various workshops and conferences are made available to teachers in Math, LA, Science, Social Studies, and Special Education. Topics for staff development during the 2015-2016 school year included: Google connect, Engage New York, GAFE camp, NCGSS, EdTech Academy, Handle with care training and CUE Annual Conference.

## Counseling & Support Staff (School Year 2016-17)

It is the goal of San Antonio Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Superintendent contacts outside agencies to meet the needs of the District.

The district has contracted counseling services through Monterey County Health Department. A counselor comes to the school once a week to meet with students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Instructional Aides	7	4
Librarian	1	.75

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located at Fort Hunter Liggett as well as King City and Paso Robles, which contain numerous computer workstations.

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16			
By Grade Level												
K	16	18	14	1	1	1	-	-	-	-	-	-
1	10	15	16			1						
2	22	22	15	-	-	1	1	1	-	-	-	-
3	23	25	18	-	-	1	1	1	-	-	-	-
4	19	24	13	1	-	1	-	1	-	-	-	-
5	6	22	24	3	-	-	-	1	1	-	-	-
6	23	13	19	-	3	1	3	-	-	-	-	-
By Subject Area												
English	14	15	22	6	4	1	-	2	1	-	-	-
Mathematics	14	11	22	3	3	1	-	1	1	-	-	-
Science	21	23	22	1	1	1	1	1	1	-	-	-
Social Science	42	45	22	-	-	1	-	-	1	1	1	-

## District Revenue Sources (Fiscal Year 2015-16)

The State of California has started a new way to fund schools. It is called the Local Control Funding Formula (LCFF). This incorporates state funding and several categorical funding sources together to allow schools more control over funds received. In addition, San Antonio Elementary receives Federal funding for the following categorical funds and other support programs: Title I-Part A, Title II-Part A, and Title VI Small Rural School Achievement. All previous categorical funds are now rolled into LCFF.

The District's cash flow has remained adequate to meet the financial obligations of the District during the State of California financial crisis due to the Tier III Extreme Hardship Deferred Maintenance Funding. These funds were also included in LCFF and brings the district closer to full funding prior to the first year the state started making cuts to school funding.

## District Expenditures (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted and restricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$12,400
From Supplemental/Restricted Sources	\$2,158
From Basic/Unrestricted Sources	\$10,242
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	80.4%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the District or Governing Board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

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>.

## School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2014-15 financial statements).

Average Teacher Salaries	
School & District	
School & District	\$54,168
School & State	
All Elementary School Districts	\$60,985
Percentage of Variation	-11.2%

## Teacher & Administrative Salaries (School Year 2014-15)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$41,695	\$41,085
Mid-Range Teachers	\$51,436	\$59,415
Highest Teachers	\$71,459	\$75,998
Elementary School Principals	-	\$100,438
Middle School Principals	-	\$101,868
Superintendent	\$99,750	\$116,069
Salaries as a Percentage of Total Budget		
Teacher Salaries	26.0%	33.0%
Administrative Salaries	6.0%	7.0%