

Creekside Middle 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)

School Contact Information	
School Name	Creekside Middle School
Street	535 Peregrine Dr
City, State, Zip	Patterson, CA 95363-2232
Phone Number	209) 892-4710
Principal	Catherine Aumoeualogo
E-mail Address	caumoeualogo@patterson.k12.ca.us
Web Site	http://creekside.patterson.k12.ca.us/
CDS Code	50712176060297

District Contact Information	
District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
E-mail Address	palfano@patterson.k12.ca.us
Web Site	www.patterson.k12.ca.us

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

Creekside is focused on implementing the Board of Education/LCAP commitments and in ensuring that our students are afforded the most complete and engaging educational experience. Creekside supports the academic, social, emotional, and technological needs of our students.

Mission & Staff Commitment: As Creekside staff, we commit to providing a safe, stable and nurturing environment where every student has the opportunity to persevere and reach their potential. We will provide opportunities for ongoing growth both academically and socially, for our students and ourselves.

Creekside students are respectful, responsible, and safe. CMS focuses each month on a positive character trait with teachers and staff recognizing student exemplars witnessed during the month. Students are publicly recognized and celebrated on a daily basis for displaying these traits.

Student Creed: We are Creekside, we are college bound! My future is controlled by the choices I make today. Education is the key to my success. I will not let anything stand in the way of my dreams; there are NO excuses! As a proud Creekside Panther, I will take pride in myself, my school, and others.

District Vision: PJUSD, the Central Valley's vibrant educational community offering world class academics with a small-town feel, ensures that all students will graduate as resilient confident innovators and contributing citizens with the knowledge and the 21st century skills and experience to create their own futures and pursue personal and professional fulfillment.

Board of Education Commitments

- Prepare students to be college and career ready.
- Provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential.
- Provide a safe and welcoming environment where students attend and are connected to their schools.
- Cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school.

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

Grade Level	Number of Students
Grade 6	349
Grade 7	398
Grade 8	413
Total Enrollment	1,160

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	2.2
Hispanic or Latino	66.3
Native Hawaiian or Pacific Islander	2.4
White	14.2
Two or More Races	1.6
Socioeconomically Disadvantaged	76.7
English Learners	22.5
Students with Disabilities	15.3
Foster Youth	0.6

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	50	49	46	246
Without Full Credential	1	1	3	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1	0
Vacant Teacher Positions	0	0	1

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	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 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELD - Lit Conn 2010 English Now! (A/B 2.0, C, D Prep, D, E) Timeless Voices, Timeless Themes, 2002, Prentice Hall -adopted 2003 CA Inside Language, Literacy & Content, 2006, Hampton Brown - adopted 2011	No	0
Mathematics	California Go Math! - Houghton Mifflin 2015 - adopted 2016 Math Triumphs, Glencoe - adopted 2008 Algebra Readiness, 2009, Pearson/Prentice Hall - adopted 2008 Geometry: 2008 Holt, Rinehart, Winston - adopted 2008	Yes	0
Science	Focus on Earth Science, 2008, Prentice Hall - adopted 2007 Focus on Life Science, 2008, Prentice Hall - adopted 2007 Focus on Physical Science, 2008, Prentice Hall - adopted 2007	Yes	0
History-Social Science	Discovering Our Past 6-8, 2006, Glencoe - adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Creekside is a thirteen-year old, multi-million dollar facility. There are numerous restrooms situated in all wings of the school. The school has a large, modern gymnasium which seats 750 people, and athletic fields; the school shares these facilities with the community. Creekside Middle School campus was completed in its first phase in January 2002. The gymnasium and shower/locker rooms were completed in 2003. The gymnasium is also used by the city and other community organizations, allowing it to service the maximum number of students possible. The back portion of our campus was sectioned off four years ago to allow for a district-based independent study school, resulting in the loss of five classrooms that were previously used for instruction. We currently house 1,119 students and have seen our enrollment range up to over 1200 students at certain parts of the year. We have recently created more usable space within our campus buildings by discarding obsolete equipment, re-organizing storage areas, and using specific areas for dual staff and student usage.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

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: 9/9/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			CR#F11: #4 Interior Surfaces--Light cover is missing; Scheduled for repair by 1/31/17 J Boys' Restroom: #4 Interior Surfaces--Light cover is missing; Scheduled for repair by 1/31/17
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical: Electrical	X			E Girls' Restroom: #7 Electrical--1 blow dryer does not function; Repaired 9/14/16, 2 faucets do not function; Repair completed 10/27/16 Girls' Locker Room Restroom: #7 Electrical--1 blow dryer does not function; Repaired 12/9/16 Library Boys' Restroom: #7 Electrical--1 blow dryer does not function; Repaired 9/27/16
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Boys' Locker Room Restroom: #9 Sinks/Fountains--1 faucet does not function; Scheduled for repair by 1/31/17 E Boys' Restroom: #9 Sinks/Fountains--2 faucets do not function; Repaired 11/3/16 E Girls' Restroom: #7 Electrical--1 blow dryer does not function; Repaired 9/14/16, 2 faucets do not function; Repair completed 10/27/16 Library Boys' Restroom: #7 Electrical--1 blow dryer does not function; Repaired 9/27/16 Library Girls' Restroom: #9 Sinks/Fountains--1 faucet does not function; Repaired 12/19/16

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/9/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials				CR#F12: #10 Fire Safety--Item is stored near fire extinguisher. 36 inches of clearance in front and around the extinguisher should be maintained. (NFPA); Custodian moved item 9/30/16 CR#G18: #10 Fire Safety--Item is stored near fire extinguisher. 36 inches of clearance in front and around the extinguisher should be maintained. (NFPA); Custodian moved item 9/30/16 CR#J10: #10 Fire Safety--Item is stored near fire extinguisher. 36 inches of clearance in front and around the extinguisher should be maintained. (NFPA); Custodian moved item 9/30/16 CR#J11: #10 Fire Safety--Item is stored near fire extinguisher. 36 inches of clearance in front and around the extinguisher should be maintained. (NFPA); Custodian moved item 9/30/16 CR#K11: #10 Fire Safety--Item is stored near fire extinguisher. 36 inches of clearance in front and around the extinguisher should be maintained. (NFPA); Custodian moved item 9/30/16 Gym Girls' Restroom: #9 Sinks/Fountains--1 faucet does not function; Scheduled for repair by 1/31/17
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/9/2016				
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	31	40	34	39	44	48
Mathematics	20	20	20	21	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	6	349	347	99.4	43.8
	7	395	390	98.7	39.7
	8	421	418	99.3	37.1
Male	6	173	171	98.8	38.0
	7	206	201	97.6	29.4
	8	202	200	99.0	25.5
Female	6	176	176	100.0	49.4
	7	189	189	100.0	50.8
	8	219	218	99.5	47.7
Black or African American	6	34	34	100.0	58.8
	7	30	29	96.7	34.5
	8	43	43	100.0	34.9
Asian	8	11	11	100.0	54.5
Hispanic or Latino	6	219	218	99.5	36.2
	7	292	289	99.0	38.1
	8	269	269	100.0	33.1
Native Hawaiian or Pacific Islander	6	14	14	100.0	35.7
	8	14	13	92.9	38.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	6	46	46	100.0	52.2
	7	49	48	98.0	45.8
	8	64	62	96.9	46.8
Two or More Races	6	15	14	93.3	71.4
	8	11	11	100.0	36.4
Socioeconomically Disadvantaged	6	263	261	99.2	36.0
	7	308	304	98.7	36.2
	8	321	319	99.4	31.4
English Learners	6	82	81	98.8	2.5
	7	77	74	96.1	1.4
	8	91	90	98.9	3.3
Students with Disabilities	6	53	52	98.1	5.8
	7	63	62	98.4	6.5
	8	59	58	98.3	10.3
Students Receiving Migrant Education Services	7	12	10	83.3	40.0

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
All Students	6	349	347	99.4	24.1
	7	397	391	98.5	17.9
	8	397	391	98.5	17.9
Male	6	173	171	98.8	24.9
	7	208	202	97.1	15.8
	8	208	202	97.1	15.8
Female	6	176	176	100.0	23.4
	7	189	189	100.0	20.1
	8	189	189	100.0	20.1
Black or African American	6	34	34	100.0	23.5
	7	30	29	96.7	13.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	30	29	96.7	13.8
Hispanic or Latino	6	219	218	99.5	20.0
	7	294	290	98.6	16.6
	8	294	290	98.6	16.6
Native Hawaiian or Pacific Islander	6	14	14	100.0	14.3
White	6	46	46	100.0	26.1
	7	49	48	98.0	22.9
	8	49	48	98.0	22.9
Two or More Races	6	15	14	93.3	50.0
Socioeconomically Disadvantaged	6	263	261	99.2	20.9
	7	309	305	98.7	13.8
	8	309	305	98.7	13.8
English Learners	6	82	81	98.8	
	7	77	74	96.1	1.4
	8	77	74	96.1	1.4
Students with Disabilities	6	53	52	98.1	6.0
	7	63	62	98.4	1.6
	8	63	62	98.4	1.6
Students Receiving Migrant Education Services	7	12	10	83.3	20.0
	8	12	10	83.3	20.0

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)	49	52	47	45	44	41	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	421	416	98.8	47.4
Male	202	199	98.5	46.7
Female	219	217	99.1	47.9
Black or African American	44	43	97.7	46.5
Asian	11	11	100.0	81.8
Hispanic or Latino	268	268	100.0	40.3
Native Hawaiian or Pacific Islander	14	13	92.9	46.2
White	64	61	95.3	70.5
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	321	318	99.1	42.1
English Learners	90	89	98.9	14.6
Students with Disabilities	59	58	98.3	22.4

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
7	17.5	35.3	36.1

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)

Creekside Middle School's staff and faculty gladly welcomes parent volunteers on the CMS campus. Volunteer packets can be obtained at the receptionist desk in the front office. Volunteers will be required to complete a background check and TB test. Parent volunteers have helped teachers in classroom, assisted in the supervision of lunchtime activities, assisted in the school's book fairs, and assisted teachers with classroom preparation. Additionally, parent trainings centered on the transition to Common Core State Standards are offered on a monthly basis and formal parent/community visitations to campus are held once each semester. Creekside is also partnering with other district schools to offer the Parenting Partners program to further engage our parents with our school. Lastly, we are offering monthly Parent Cafes in conjunction with our Student Assistant Specialist, Mental Health Clinician and Graduation Coach. Thank you for taking an active role in your child's education.

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
Suspensions	10.5	7.4	8.0	6.8	8.2	5.4	4.4	3.8	3.7
Expulsions	0.5	0.1	0.2	0.6	0.4	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Creekside prides itself in keeping its School Safety Plan current and relevant. Thanks to changes made within our district, we now employ a full-time School Security Officer at our site (as part of a district School Security Team). We worked together with our officer to keep our plan, policies, and procedures up to date to provide the safest environment for our students. One additional feature to our safety plan deals with digital citizenship now that we are a One-to-Web school. The Safety Plan was last updated and discussed with staff October 17, 2016.

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
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	15	20	4	28	3	20	4	28	3	20	4
Mathematics	29	1	23	4	30		1	1	30		1	1
Science	26	7	23	1	30	1	23	1	30	1	23	1
Social Science	29	4	20	4	24	6	25		24	6	25	

Note: 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.

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	2	580.5
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	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	\$5,981	\$314	\$5,667	\$59,969
District	N/A	N/A	\$5,894	\$62,386
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE) program, grades 6-8
- Academic Pentathlon, grades 7-8
- English Learner programs, including English Language Development (ELD)
- Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,156	\$43,821
Mid-Range Teacher Salary	\$66,185	\$69,131
Highest Teacher Salary	\$86,819	\$89,259
Average Principal Salary (Elementary)	\$106,677	\$108,566
Average Principal Salary (Middle)	\$109,683	\$115,375
Average Principal Salary (High)	\$116,210	\$125,650
Superintendent Salary	\$165,639	\$198,772
Percent of Budget for Teacher Salaries	32%	37%
Percent of Budget for Administrative Salaries	6%	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)

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. A districtwide professional development day was held on February 29, 2016.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2015-16 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.