



# Crittenden Middle School

1701 Rock Street • Mountain View, CA 94043 • (650) 903-6945

## Mountain View Whisman School District

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## 2017-18 School Accountability Report Card

Published in 2018-19 School Year

CDS: 43-69591-6049472

### District Address

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### District Administration

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### Board of Trustees

**Laura Blakely**  
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Mountain View  
Whisman  
School District

[www.mvwsd.org](http://www.mvwsd.org)

### 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/>.
- 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).

### Principal's Message

Our school's vision is that we are a learning community of Positive People, Actively Engaged, Working Together, Striving for Excellence. These are our Panther Pillars, the PAWS.

Our mission is to empower every student by:

- fostering meaningful, positive relationships
- engaging in rigorous, deeper learning
- nurturing a growth mindset for life-long inquiry.

In 2015, Crittenden was designated a California Gold Ribbon School for our work with Project Based Learning, a pedagogical approach that reflects our vision for every learner in our community. In 2016, Crittenden Middle was named a "Top Bay Area Public School for Underserved Students" by Innovate Public Schools.



### Community & School Profile (School Year 2018-19)

Crittenden Middle School is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools.

### School Attendance & Enrollment (School Year 2017-18)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2015-16	2016-17	2017-18
6th	226	231	234
7th	224	216	232
8th	180	216	212
<b>Total</b>	<b>630</b>	<b>663</b>	<b>678</b>

Enrollment by Student Group	
2017-18	
	Percentage
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	9.3
Filipino	4.9
Hispanic or Latino	51.8
Native Hawaiian or Pacific Islander	1.6
White	22.7
Two or More Races	6.6
EL Students	15.6
Socioeconomically Disadvantaged	49.9
Students with Disabilities	14.3
Foster Youth	0.3

## 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 Assignment

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

	Teacher Credential Status			
	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	37	33	41	279
Without Full Credentials	1	2	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			
	16-17	17-18	18-19
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 2018-19)

The school district held a public hearing on September 20, 2018, 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 a cycle 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 all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2018 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	From Most Recent Adoption	% Lacking
6th-8th	English Language Arts/ELD	McGraw-Hill/StudySync	2016	Yes	0.0%
6th-8th	Mathematics	Eureka Math	2015	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%
6th-8th	Social Science/History	Holt	2006	Yes	0.0%
6th-8th	Social Science/History	Teacher's Curriculum Institute	2006	Yes	0.0%

## School Facilities (School Year 2018-19)

Originally constructed in 1948, Crittenden Middle School was thoroughly modernized and renovated between 1998 and 2000. All classrooms have been renovated again to include more whiteboard space, state-of-the-art 75 inch audio visual displays, specialized speakers and front row microphone system. The campus is currently comprised of 35 permanent classrooms, a multi-purpose room, a library, a gym, a staff room, a new auditorium, an innovation center, a track and field, two locker rooms, a community room (602), a meeting room, a half-size counseling room, and an auxiliary room.

### Cleaning Process

The assistant principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of September 2018). 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.

School Facility Conditions				
Date of Last Inspection: 09/15/2018				
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			Admin Offices: Ceiling tile water stained by sink and the back office. Nurse's Office: Ceiling tile stained repair. Staff Lounge: Ceiling tile water stained in Kitchen area. Staff work room: Ceiling tile water stained. CR 102: Peeling paint interior wall repaint. CR 209: Water stained ceiling tile. Boys locker room: Peeling paint ceiling and wall, repaint.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			CR 105: 1 light out or ballast repair. CR 103: 1 light out or ballast repair. CR 205: 2 bulbs burnt out replace. Girls locker room: Couple light out bulb or ballast replace.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 113: Cracked window need to replace. Boys restroom 300 wing: Window glaze is gone need to re-glaze. Innovation Center 405: 2 cracked windows.

# 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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) include 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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. **The CAST will be administered operationally during the 2018–19 school year.**

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 District assessments, classroom assignments and grades, classrooms 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.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	64	63	60	66	66	68	48	48	50
Mathematics (Grades 3-8 and 11)	51	55	55	60	62	64	36	37	38
Science (Grades 5, 8, and 10)	80	--	--	73	--	--	54	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
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	691	674	97.54	60.42	674	97.54	55.34
Male	355	348	98.03	57.51	350	98.59	53.71
Female	336	326	97.02	63.5	324	96.43	57.1
Black or African American	21	21	100.00	52.38	21	100.00	23.81
Hispanic or Latino	358	348	97.21	41.79	350	97.77	36.29
White	158	155	98.10	89.61	156	98.73	82.69
Two or More Races	50	49	98.00	75.51	48	96.00	72.92
Socioeconomically Disadvantaged	351	342	97.44	40.18	340	96.87	32.94
English Learners	295	286	96.95	38.6	289	97.97	32.53
Students with Disabilities	97	93	95.88	21.98	94	96.91	18.09

Note: ELA and Mathematics 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.

## 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 area of physical education

## Physical Fitness (School Year 2017-18)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in seventh grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.5%	21.3%	43.0%

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

## 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 2018-19)

Crittenden Middle School benefits greatly from the involvement of parents and local community partnerships. There are several avenues in which parents may become involved: Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Mountain View Education Foundation (MVEF), and volunteering in classrooms and at school events. The school also has partnerships with the City of Mountain View for its after-school program, the Challenge Team, and the P.A.L. program.

## 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.

## Discipline & Climate for Learning

Students at Crittenden Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the following:

- School Handbook
- Weekly newsletter
- Back-To-School Night
- Sixth Grade Orientation
- Summer letter
- Student-led conferences
- E-mail
- Auto Dialer
- School website
- Welcome Week (Pillars Workshop)
- Panther Days (Welcome Week Review)
- Fifth grade student visit

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	7.55	3.93	2.69	0.00	0.00	0.00
District	2.63	1.66	1.05	0.00	0.00	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

## Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Crittenden Middle School. 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 is reviewed and updated annually by the School Safety Committee, which is composed of the assistant principal and five CERT-trained staff. All revisions were communicated to both the classified and certificated staff. The plan was most recently updated and reviewed in February 2018.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly; earthquake drills are conducted twice a year. Students are supervised before-and-after school by teachers and the campus supervisor. Noon duty aides, the at-risk specialist, and the principal provide supervision during lunch. There are three designated areas for student drop off and pick up: front of the school, gym parking lot, and field parking lot. The school enforces a closed-campus policy during school hours to ensure student safety. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

## 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.

### School Leadership

Leadership at Crittenden Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents.

The school offers the following leadership opportunities for its staff:

- Grade-level teams
- Health and Wellness Committee
- Department Chairs
- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Association (PTA)

The School Site Council is made up of staff and parents that serve as the governing body.

Both the group and the entire staff have involvement in the School Site Plan that sets the goals and focus for Crittenden Middle School.

### Class Size

The table indicates the average class size by 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			
16	17	18	16	17	18	16	17	18	16	17	18	
By Grade Level												
6	24	27	26	19	9	9	26	31	30	3	5	8
By Subject Area												
English	19	21	23	13	11	7	10	11	13	2	-	-
Mathematics	26	27	28	5	3	1	7	11	13	3	1	1
Science	28	27	28	4	3	3	7	9	11	3	3	1
Social Science	29	27	28	-	2	-	10	11	15	3	2	-

### Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

### Counseling & Support Staff (School Year 2017-18)

It is the goal of the school 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 academic counselor-to-pupil ratio is 1:678. The table lists the support service personnel available to students at Crittenden Middle School.

*Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Intervention Supervisor	1	1.0
Bilingual Aide	1	0.5
Community Engagement Facilitator	1	1.0
Counselor	1	1.0
Instructional Coach – CERT	4	3.5
Intervention Specialist	1	1.0
Library Technician	1	1.0
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	As Needed
Resource Specialist Aide	2	1.5
Resource Specialist Program (RSP) Teacher	3	3.0
SDC Aide	6	4.5
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.6

### GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

### Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide, a Special Day Class Teacher and/or Aide, and a psychologist, as determined by their Individualized Education Plan (IEP). The Resource teacher provides instruction in class using the full inclusion model. Special Day Class students are mainstreamed whenever possible.

### English Language Learners

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. Students receive specialized instruction in leveled classes by certificated teachers. Students also receive specialized instruction in leveled classes maximizing English learning in all classes. All teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) and provide integrated English Language Development opportunities throughout the school day.

## Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Crittenden offers the following activities for its students:

- After-school sports
- Beyond the Bell
- Choir
- Debate Club
- Glee Club
- Jazz Band
- Jazz Choir
- Lunchtime game room
- Orchestra
- Performing Arts
- Robotics
- Student Council
- Technology Club
- Panther Botts Club
- Anime Club
- Environmental Club
- ACT Club (Action Crittenden Takes)

## Recognition Programs

Crittenden students are outstanding young people with a great variety of talents and strengths. It is Crittenden's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Crittenden offers the following recognition programs for its students:

- Attendance Awards
- Citizenship
- Extracurricular Activity Awards
- Honor Roll
- Most Improved (GPA & Citizenship)
- Other Awards
- Panther Paws
- Panther Pride Award
- Trimester Awards

## Computer Resources

Crittenden Middle School is proud to offer students a device to pupil ratio of 1:1. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities.

## Library Information

Crittenden Middle School's library is staffed by a full-time library technician. The school's library also contains a collection of textbooks that can be checked out by students. The library is open at lunch for students who wish to study, complete homework, or check out books for additional research or extracurricular reading.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

## Curriculum Development

All curriculum development at Crittenden Middle School revolves around the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers, the Leadership Team, and the principal evaluate Crittenden's curriculum continuously using assessment data, district benchmarks, and maps.

All students have access to the core curriculum. Crittenden Middle School provides dedicated periods each day for intervention and enrichment through its Response to Instruction program. Student progress is monitored through ongoing assessment and is conveyed to parents every six weeks, via a progress report and report card each trimester. Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate. Crittenden offers block scheduling to allow for more in-depth instruction in the subjects of math and English language arts.

## District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

## Expenditures & Services Funded (Fiscal Year 2016-17)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. 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, are not controlled by law or donor.

*The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.*

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,860
From Supplemental/Restricted Sources	\$954
From Basic/Unrestricted Sources	\$4,906
District	
From Basic/Unrestricted Sources	\$2,536
Percentage of Variation between School & District	93.5%
State	
From Basic/Unrestricted Sources	\$7,125
Percentage of Variation between School & State	-31.1%

## Average Teacher & Administrative Salaries (Fiscal Year 2016-17)

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 California Department of Education's website [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$56,384	\$48,064
Mid-Range Teachers	\$83,192	\$75,417
Highest Teachers	\$104,041	\$94,006
Elementary School Principals	\$124,641	\$119,037
Middle School Principals	\$132,102	\$123,140
High School Principals	-	\$135,974
Superintendent	\$220,000	\$183,692
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	7.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2016-17)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$69,051
District	\$78,760
Percentage of Variation	-12.3%
School & State	
All Elementary School Districts	\$76,046
Percentage of Variation	-9.2%