

North Monterey County Center for Independent Study

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://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 <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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	North Monterey County Center for Independent Study
Street	17500 Pesante Rd.
City, State, Zip	Salinas, CA 93907
Phone Number	(831) 633-7050
Principal	Aida Ramirez, Director
Email Address	aramirez@nmcusd.org
County-District-School (CDS) Code	27738252730125

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
Website	www.nmcusd.org

School Description and Mission Statement (School Year 2020-2021)

The North Monterey County Center for Independent Study (NMCCIS) is an alternative school of choice that utilizes independent study as the mode of instruction. NMCCIS is a voluntary K-12 alternative to traditional and continuation schools that was established to provide educational services for students who are experiencing difficulty participating in the traditional school setting and/or who want more individualized and self-regulated instruction. The purpose of NMCCIS is to provide students with individualized blended learning that is tailored to meet the needs of each learner.

At NMCCIS, our students will:

- Be partners in the learning process, along with parents and community
- Be college and career ready by learning to communicate effectively, think critically, and support ideas through problem solving
- Master state academic standards and graduation requirements
- Be independent lifelong learners who take responsibility for themselves and their learning

The mission of NMCCIS is to provide students with:

- Standards-based K-12 educational program with a blended learning model consisting of one-on-one meetings between teachers and students, online learning, and site-based courses.
- Technologically integrated course work
- Career and college counseling assistance
- Accredited college prep curriculum, NCAA and UC-approved a-g courses
- Diploma accepted for admission by UC, CSU, private, military, and technical colleges.
- Flexible scheduling to accommodate students who travel or work, academically accelerated students and those concurrently enrolled in community college, amateur and professional student athletes, and students with diverse learning styles.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	1
Grade 3	1
Grade 6	3
Grade 7	4
Grade 8	6
Grade 9	12
Grade 10	27
Grade 11	39
Grade 12	38
Total Enrollment	131

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	0.8
Filipino	1.5
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.8
White	38.2
Socioeconomically Disadvantaged	64.9
English Learners	6.9
Students with Disabilities	6.1
Foster Youth	0.8
Homeless	17.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	4	204
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Benchmark Advance 7-8: McDougal Littell -Language of Literature (2009) 9-12 New Cal Standards Lit. Anthologies- McDougal-Littel	Yes	0%
Mathematics	K-5: CA CCSS Expressions-Houghton Mifflin Grades 6-8 Go Math! 9-12 Mathematics Vision Project (MVP) College Preparatory Math (Pilot) Core Plus Math (Pilot)	Yes	0%
Science	K-5: Science-McGraw-Hill, Grades 6-8 Amplify Science 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
History-Social Science	K-5: Reflections-Harcourt, Gr. 6 History Alive The Ancient World Gr. 7 Teachers' Curriculum Institute (TCI)-History Alive! (2019), Gr. 8 McGraw Hill Impact California Social Studies (2019) 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	Yes	0%
Foreign Language	K-8: No foreign language is taught. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	No	0%
Health	K-8: Teacher developed health units. 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	No	0%
Visual and Performing Arts	K-8: Arts Integration Lesson Units 9-12: Quality CA standards-aligned textbooks and instructional materials are provided.	No	0%
Science Laboratory Equipment (grades 9-12)	K-8: n/a Sufficient lab materials are available		0%

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

School Facility Conditions and Planned Improvements

Construction started in March 2020 for a new building module that will provide addition classrooms and computer lab space for our students.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 5/28/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	43	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	4	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Students age 16 or older are able to enroll in any Career Technical Education programs offered within North Monterey County Unified School District.

(See list of courses offered below)

North Monterey County High School Career Technical Education Pathways provide relevant academic and technical coursework leading to industry-recognized credentials and helps students compete for college and careers. The following are Industry Sectors and Pathways available to NMCUSD high school students:

Health Science and Medical Technology Industry Sector
Patient Care Pathway

Hospitality, Tourism, and Recreation Industry Sector
Food Service and Hospitality Pathway

Public Service Industry Sector
Protective Services Pathway

Engineering and Design Industry Sector
Architectural and Structural Engineering Pathway

Manufacturing and Product Development Industry Sector
Welding Technology Pathway

Transportation Industry Sector
Vehicle Maintenance, Service, and Repair Pathway

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.55
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	7.69

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents at NMCCIS can participate in our School Site Council, English Language Learner Advisory Committee, and our Safety Committee. These meetings help form the decisions made for our school and parent input is a valuable component of our school improvement process. Please contact our administration office at (831) 663-6154, if you are interested in participating.

NMCCIS parents form an educational partnership with school staff that is dedicated to fostering students' academic and personal growth. Parents help support rigorous academic goals by ensuring that their students schedule time daily to complete their academic assignments, providing a comprehensive study environment at home and being available to assist with and assess student work completion. It is additionally helpful when parents orchestrate enrichment experiences in the community which support learning in core and elective academic areas.

In the elementary and middle school grades it is required that a full-time parent assist with the daily academic goals/requirements of the children being home-schooled. Parents are encouraged to help their children to understand the importance of doing their personal best on all required standardized testing.

In the high school grades, it is required that parents assure transportation to students' weekly academic appointments. Parents may also attend student appointments, maintain contact with the teacher via phone or email, actively promote dialog/discourse with students about their curriculum, read and discuss novels along with their student, encourage enrichment excursions into the community and help their adolescents to understand the importance of doing their personal best on all required standardized testing.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	15.3	20.8	20.7	6.7	7.7	7.3	9.1	9.6	9
Graduation Rate	41.2	47.2	65.5	80.3	83.7	89.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	4.3	4.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

It is our goal to promote respect and responsibility among the North Monterey County Center for Independent Study student body through expected student behaviors that result in promoting a safe, caring, and enriching academic learning community. The School Safety Plan is based on an assessment of the current safety status of our school utilizing data from the CA Healthy Kids Annual Survey, Average Daily Attendance report, School Based Mental Health Counseling report and the CALPADS Data Report for Suspensions and Expulsions. An analysis of these data determine areas of need and development of goals for the year.

Emergency drills are held at each site and our staff has participated in the ALICE emergency response training. Our School Based Mental Health counselors provide support services to our students that are preventive and that develop student's social-emotional health. The principal meets with staff regularly as a Multi-Tiered System of Supports (MTSS) Team to review student progress and to collaborate and address concerns. During these MTSS meetings, student data is reviewed, concerns are identified, and an intervention action plan is developed to address student needs.

The staff at North Monterey County Center for Independent Study work to provide a safe learning environment for all students. The North Monterey County Center for Independent Study has an updated comprehensive school safety plan that was reviewed, and discussed with faculty and student representatives and approved by our School Site Council on 1/15/19. The components of the plan include Safety Plan Policies and Procedures, a standardized Emergency Response plan, and a Disaster Plan.

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)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6									1	1		
Other**									4	1		

*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 (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts									6	12		
Mathematics									3	11		
Science									5	6		
Social Science									6	12		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,328	\$70	\$6,259	\$79,927
District	N/A	N/A	\$10,204	\$77,557
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$75,706
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 2019-2020)

This school receives funding through the State's supplemental and concentration grant funding to provide services and programs for students who are English Learners, Low Income and/or Foster Youth. Student services to included: School Based Mental Health Counseling, Academic Counseling, Resource Specialist, and Instructional Assistant support. A full description of programs provided can be found within the District Local Control Accountability Plan and the Single School Plan for Student Achievement which is updated annually. A full description of programs provided can be found within the District Local Control Accountability Plan and the Single School Plan for Student Achievement which is updated annually.

Professional development days listed below are a combination of full and partial days available for the school year.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,095	\$47,145
Mid-Range Teacher Salary	\$73,196	\$74,952
Highest Teacher Salary	\$100,868	\$96,092
Average Principal Salary (Elementary)	\$123,588	\$116,716
Average Principal Salary (Middle)	\$123,778	\$120,813
Average Principal Salary (High)	\$139,573	\$131,905
Superintendent Salary	\$191,038	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	48	38	37

Student engagement , social emotional learning and teacher clarity are the primary areas of focus for our staff development efforts. Staff has participated in professional development in the following: Achievement Team training, Argumentative learning, project-based learning, student engagement, Arts Integration workshops, standards based grading and Social Emotional Learning. Professional development is delivered through after school workshops, conference attendance, coaching, and presentations during PLC meetings.