



Sunnyside Elementary

Sunnyside Union Elementary School District

Serving Grades Kindergarten
through Eighth

2017-2018 School Accountability Report Card

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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/>.
- 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).

Superintendent's Message

Welcome to Sunnyside School. It is our goal to establish a caring learning environment, in which all are actively involved, including parents, staff, students, and other community members. The district commits itself to providing a learning environment for all students in which they can learn and grow as individuals. With a safe environment and a supportive learning community, we believe we can provide a wonderful opportunity for each student to become a successful member of today's ever-changing society. Sunnyside currently has approximately 355 students. We encourage all those in our community to participate in the education of our students. Together, we can make a difference in today's students and tomorrow's leaders. We look forward to working with you and having you on campus. Together, as a team, we will make the difference.

Sincerely,
Steve Tsuboi
Superintendent/Principal

Mission Statement

The Mission of the Sunnyside Union Elementary School is to foster academic excellence by providing an educational environment which will afford staff and students an opportunity to work, learn, and enjoy themselves and others.

Community & School Profile (School Year 2018-19)

Strathmore is located in southeastern Tulare County where the year-round temperatures range from a winter low of 32 degrees to a summer high in excess of 100 degrees. Strathmore provides easy access to Sequoia and Kings Canyon National Parks featuring some of the nation's most breathtaking landscapes. The educational programs at Sunnyside Union Elementary School are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

School Enrollment & Attendance (School Year 2017-18)

Sunnyside Union Elementary School accepts students from neighboring schools and districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

Regular daily attendance is a priority at Sunnyside Union Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, parent conferences, and home visits if necessary.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including School Administrators, Social Service Worker and/or SARB.

The following charts illustrate the enrollment trends by ethnicity and student group.

Enrollment Trend by Grade Level			
	2015-16	2016-17	2017-18
K	43	46	47
1st	42	35	38
2nd	34	34	35
3rd	41	37	33
4th	35	45	41
5th	32	38	43
6th	38	34	40
7th	42	41	31
8th	41	45	42
Total	348	355	350

Enrollment by Student Group	
2017-18	
	Percentage
Asian	0.3
Hispanic or Latino	91.1
White	8.6
EL Students	45.7
Socioeconomically Disadvantaged	94.6
Students with Disabilities	4.3
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 the most qualified credentialed teachers. This chart shows information about teacher credentials.

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.

	Teacher Credential Status			
	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	17	16	17	17
Without Full Credentials	2	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies			
	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2018-19)

Sunnyside Union Elementary School District held a public hearing on September 11, 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 January 2019 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
K-4	ELD	Avenues	2007	Yes	0.0%
5th-8th	ELD	High Point	2001	Yes	0.0%
K-8	Mathematics	Go Math!	2016	Yes	0.0%
K-8	Reading/Language Arts	Heinemann	2016	Yes	0.0%
7th-8th	Reading/Language Arts	Holt	2011	Yes	0.0%
K-6	Reading/Language Arts	MacMillan/ McGraw Hill	2011	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%
4th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%
4th-6th	Social Science/History	Houghton Mifflin	2007	Yes	0.0%
6th-8th	Social Science/History	McDougal Littell	2007	Yes	0.0%
K-3	Social Science/History	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities (School Year 2017-18)

Sunnyside Union Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1941, extend 46,899 square feet, and sit on 9.32 acres. The school's facilities are up to date and provide adequate space for students and staff; they include 15 permanent classrooms, ten portable classrooms, a library, a multipurpose/auditorium, a cafeteria, a windows based computer lab, a Chromebook testing and research computer lab, band room, a student projects room and two main playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and staff resource room.

Cleaning Process & Schedule

The District governing board has adopted cleaning standards for Sunnyside Union Elementary School. A summary of these standards is available at the school office.

The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Sunnyside Union Elementary School has four part-time custodians on duty.

Maintenance & Repair

Sunnyside Union Elementary School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school uses the SchoolDude Maintenance System.

The table shows the results of the most recent school facilities inspection. Facilities data was collected in January 2019. 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: 09/11/2018				
Overall Summary of School Facility Conditions: Exemplary				
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			

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 (CAASPP)

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. 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)	20	22	21	20	22	21	48	48	50
Mathematics (Grades 3-8 and 11)	11	9	11	11	9	11	36	37	38
Science (Grades 5, 8, and 10)	23	--	--	23	--	--	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	238	238	100.00	20.59	236	99.58	10.59
Male	113	113	100.00	16.81	112	99.12	9.82
Female	125	125	100.00	24	124	100.00	11.29
Hispanic or Latino	221	221	100.00	20.36	219	99.55	10.5
White	17	17	100.00	23.53	17	100.00	11.76
Socioeconomically Disadvantaged	221	221	100.00	18.55	219	99.55	9.13
English Learners	123	123	100.00	9.76	121	99.18	5.79
Students with Disabilities	16	16	100.00	0	16	100.00	0

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 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 Performance Testing (School Year 2017-18)

In the spring of each year, Sunnyside Union Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The percentage of students who met the standards is displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.8%	25.0%	20.5%
7	12.5%	9.4%	40.6%

**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.

Community Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Sunnyside Union Elementary School. Parents participate in the Parent Teacher Support Group, School Site Council, Prairie Center 4-H Club, Save the Children, Early Steps to Success, and several student activities.

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

Sunnyside Union Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to have a strong correlation. Sunnyside Union Elementary School has established a comprehensive approach to discipline that includes a partnership with parents. The goal of Sunnyside Union Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Sunnyside Union Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Parents and students are informed of discipline policies and the Sunnyside Student Conduct Code at the beginning of each school year.

The table illustrates the percentage of enrollment of suspensions and expulsions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	3.22	5.13	5.12	0.00	0.00	0.00
District	3.22	5.13	5.12	0.00	0.00	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that 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.

The school also participates in the Tulare City Rurals League, which is an athletic program that promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Extracurricular and athletic activities include:

- Spelling Bee
- Basketball
- Soccer
- Poetry & Prose
- Football
- Baseball
- Track and Field
- Volleyball
- Softball
- Student Council
- Field Trips

Recognition & Awards

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Cafeteria Recognition
- Perfect Attendance
- Good Character Awards
- Reading Achievement Awards
- Honor Roll Awards
- Student of the Month Awards
- Transportation Awards

Safe School Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Sunnyside Union Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held periodically.

Assigned staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Sunnyside Union Elementary School reviews the plan annually and updates it as needed. The safety plan was last reviewed with the staff in September 2018. An updated copy of the plan is available to the public at the school office.

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.

Staff Development

Staff development within the district addresses individual needs of teachers, as well as broader school concerns through cooperative in-service programs. The district offered five full staff development days and ten early student release days during the 2017-18 school year, five full staff development day and nine early student release days during the 2016-17 school year, and 14 early student release days during the 2015-16 school year.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Strathmore and Tulare County, which contain numerous computer workstations.

Average Class Size and Class Size Distribution

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					
	16	17	18	16	17	18	16	17	18	16	17	18
By Grade Level												
K	22	23	24	1	-	-	1	2	2	-	-	-
1	21	18	19	1	2	1	1	-	1	-	-	-
2	17	17	23	2	2	-	-	-	1	-	-	-
3	27	19	23	1	2	-	1	-	2	1	-	-
4	22	23	20	-	-	1	1	2	1	-	-	-
5	37	19	22	-	2	1	2	-	1	1	-	-
6	19	17	17	12	24	7	12	-	5	-	-	-
By Subject Area												
English	19	19	18	10	8	4	-	2	1	-	-	-
Mathematics	-	-	24	-	-	2	-	-	1	-	-	-
Science	21	22	17	8	8	6	-	2	1	-	-	-
Social Science	21	22	24	8	6	2	-	3	1	-	-	-

Counseling & Support Staff (School Year 2017-18)

It is the goal of Sunnyside Union Elementary School to assist students in their social and personal development as well as in academics. The district provides 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 coordinates the counseling and support services at Sunnyside Union Elementary School. Student guidance and counseling-support time is provided to the school by a number of specially trained personnel from the Tulare County Office of Education.

Sunnyside Union Elementary School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career.

Through teacher training, monitoring of student achievement, and modification of instruction, Sunnyside Union Elementary School is able to offer programs to meet the individual needs of its students.

For students whose primary language is not English, and who have limited English proficiency, Sunnyside Union Elementary School offers programs to prepare them to meet the State's academic content and performance standards.

Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Language Learners (ELL) are assigned to appropriately credentialed teachers. Each grade level has an English Immersion Class where Limited English students are transitioned to English in accordance with state requirements.

Sunnyside Union Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students can participate in the school's Title I Program, an After-School Intervention Program, and Summer School. Teachers and staff provide tutorials and work with students on a variety of skills to enhance

their academic progress including study skills, time management, and note-taking. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Sunnyside Union Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a Resource Specialist, Speech/Language Specialist, and/or Adaptive PE Specialist. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in a suitable environment.

The chart displays a list of support service available to students who attend Sunnyside Union Elementary School. Currently Sunnyside Union Elementary does not have a counselor on site. 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
Nurse	1	As Needed
Psychologist	2	1.2
Speech/Language Specialist	1	0.2

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Sunnyside Union Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Title I
- Drug/Alcohol/Tobacco Funds
- Interagency Contracts
- Basic Reading Act
- BTSA Program
- Home-to-School Transportation
- ESEA
- Economic Impact Aid
- School Improvement Program
- Instructional Materials
- Class Size Reduction
- Peer Assistance and Review

District Expenditures (Fiscal Year 2016-17)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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 & District	
Total Expenditures Per Pupil	\$12,668
From Supplemental/Restricted Sources	\$2,392
From Basic/Unrestricted Sources	\$10,276
State	
From Basic/Unrestricted Sources	\$7,125
Percentage of Variation between School & State	44.2%

School Site Teacher Salaries (Fiscal Year 2016-17)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA). The table illustrates the average teacher salary at the school and district and compares it to the average teacher salary at the state level. 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>.

Average Teacher Salaries	
School & District	
School & District	\$66,404
School & State	
All Elementary School Districts	\$63,218
Percentage of Variation	5%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

The 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 districts' 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 website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$47,141	\$44,375
Mid-Range Teachers	\$67,378	\$65,926
Highest Teachers	\$88,087	\$82,489
Elementary School Principals	-	\$106,997
Superintendent	\$114,594	\$121,894
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.0%	32.0%
Administrative Salaries	7.0%	7.0%