

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Superintendent	Michael Matthews, Ed.D.
Email Address	mmatthews@mbusd.org
Website	http://www.mbusd.org

School Contact Information (School Year 2020–2021)	
School Name	Opal Robinson Elementary
Street	80 Morningside Dr.
City, State, Zip	Manhattan Beach, Ca, 90266-6562
Phone Number	310-318-5120
Principal	Jacqueline O'Sullivan, Principal
Email Address	josullivan@mbusd.org

Website <http://robinsonelementary.org>

County-District-School (CDS) Code 19753336020408

Last updated: 1/15/2021

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

The mission of the Manhattan Beach Unified School District and Robinson Elementary School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We continually strive for excellence in all aspects of the educational process. We teach our students to understand and appreciate human and cultural diversity. We harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

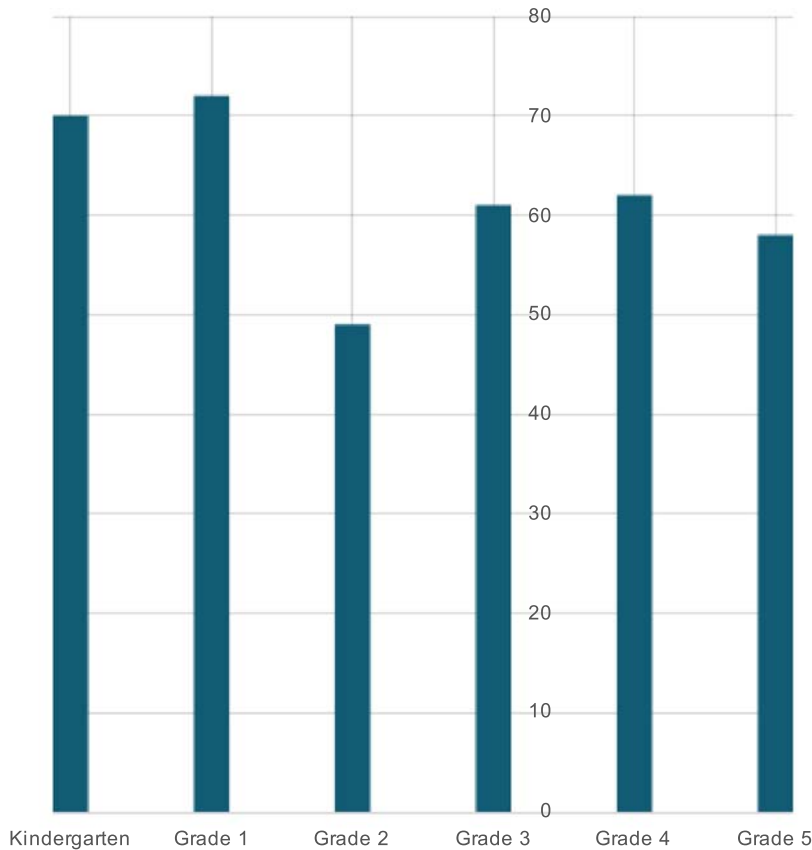
Built on a strong community of parents, staff, and students, Robinson teaches students to fulfill and expand their potential, not only for academics, but also for compassion, self-worth, character, and life-long learning. With standards-based instruction as a foundation and a spirit of excellence as a driving force, Robinson has evolved over the years. Standardized test scores have shown remarkable achievement, ranking us among the highest schools across the state. The efforts of our stellar teachers, along with our supportive and active parents, have created a dynamic, intimate educational environment where all students achieve their personal best. Robinson has been designated a California Distinguished School and a National Blue Ribbon School.

The vision of Robinson School is to create a stimulating, innovative, enjoyable, and supportive environment for learning. Robinson provides an educational experience that nurtures within young people a belief in self, a love of learning, comfort with expanding technological resources, an appreciation of the arts, and a deep compassion for the world around them. With a foundation in rigorous academic standards, students embrace a spirit of excellence enabling them to use knowledge productively and creatively.

Last updated: 1/14/2021

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
Number of Students	70	72	49	61	62	58	372



Last updated: 1/15/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or
Percent of Total Enrollment	0.30 %	%	11.60 %	0.80 %	9.90 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster You	
Percent of Total Enrollment	4.30 %	3.00 %	9.10 %	%	
◀ ▶					

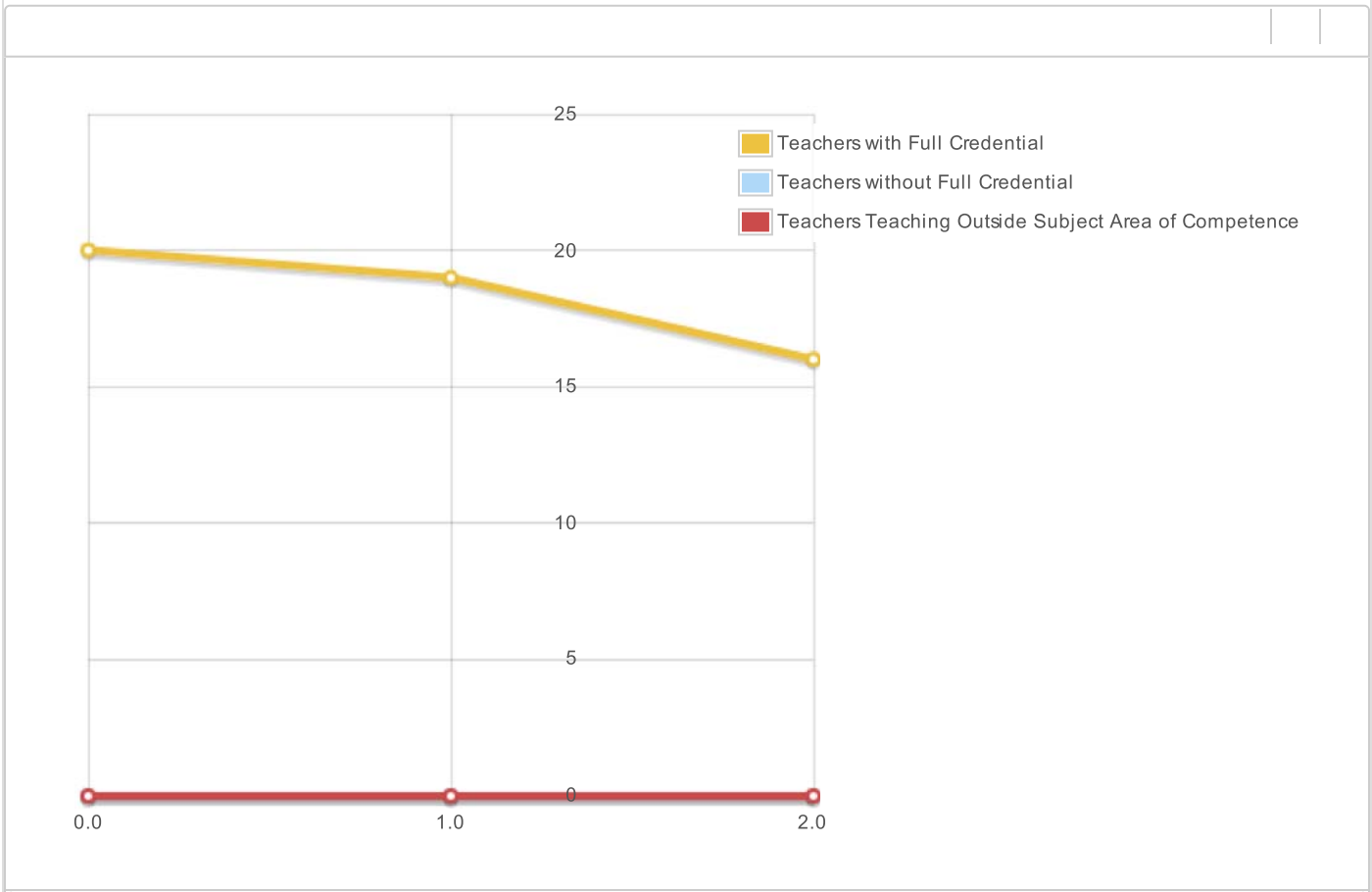
State Priority: Basic

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

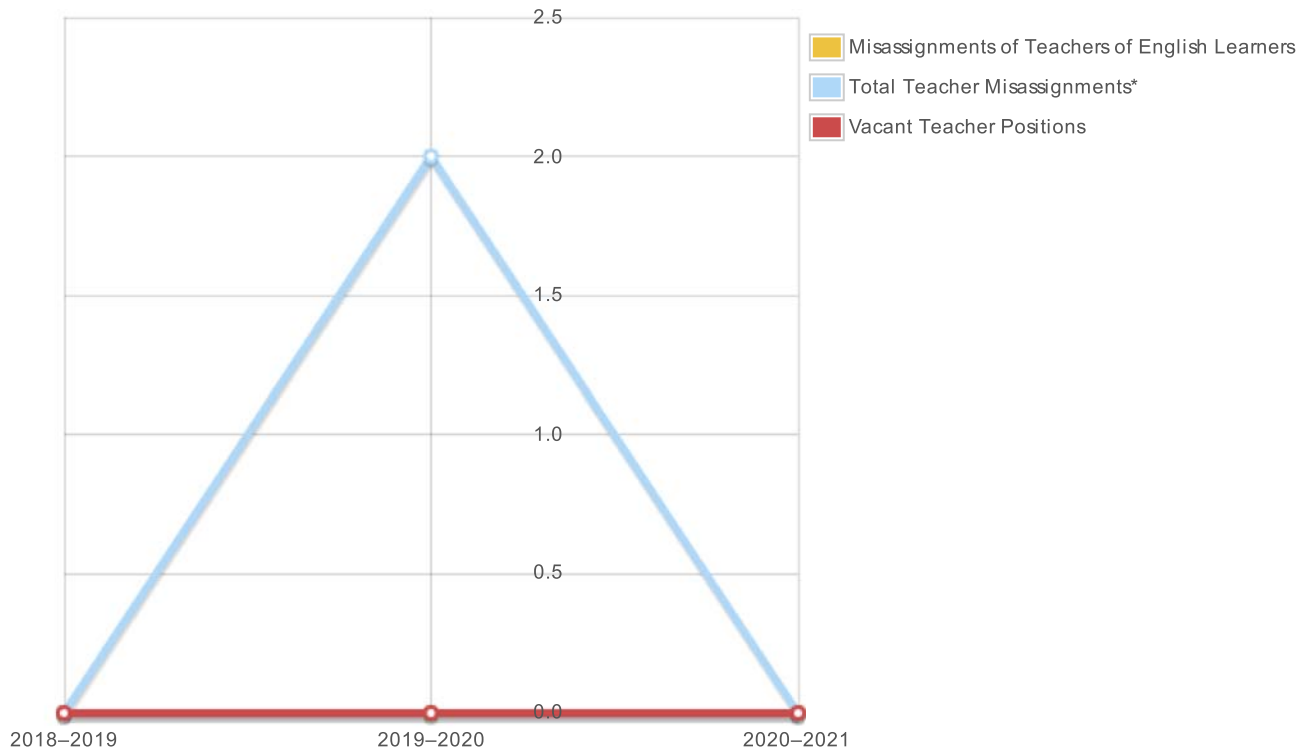
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	20	19	16	272
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	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.

Last updated: 1/12/2021

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

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.00 %
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2021

School Facility Conditions and Planned Improvements

It is critical that school facilities ensure basic safety and security for all students and staff and provide the foundation and structure necessary to maximize student learning. The Manhattan Beach community recognizes the positive correlation between excellent school facilities and student learning. Thanks to the generous support of the Manhattan Beach Community who passed several bonds throughout the years, school facilities and upgrades were made possible.

Robinson School opened its doors after being completely renovated in 1996 and was remodeled again during the summer of 2020. The renovation included upgrades to the infrastructure, new floors, new HVACs, and new sliding doors. Our site is maintained by District staff, PTSA generosity, and parent volunteer efforts. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Two full-time custodians perform basic cleaning in all classrooms and restrooms and maintain all other general areas. They also ensure that any issues from gas leaks to insects are addressed immediately. The PTSA generously supports and augments improvements as needed. Through careful planning, classrooms, offices, and patio areas outside each classroom exist for all school functions and purposes, supporting teaching and learning for all students. Our campus holds 18 classrooms, one Resource Specialist room, a library, and media center, faculty lounge/w work area, one classroom used for the Extended Day Program/Music and one for Science/PE/Art/Music classes, as well as a first-grade playground, grassy field, and play structure area. Beautiful murals and hand-painted signs welcome students and parents to our lovely schools and new signage is in every hallway to notify first responders where to go in case of emergency. Our outdoor amphitheater is used monthly for school-wide assemblies, concerts, and plays. Thanks to our generous PTSA, the amphitheater will include a shade structure so the area may be used as an outdoor classroom as well. A drop-off/pick-up lane is provided for those driving to and from school. Visitors are welcomed through the front

office and are identified with a "visitor" badge after scanning their driver's license. All students must be signed in and out of the office by a person authorized to do so when leaving or entering campus during regular school hours. Students are not released to adults from classrooms.

Last updated: 1/14/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: October 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 Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Good
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Last updated: 1/12/2021

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– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	91.0%	N/A	85.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	92.0%	N/A	80.0%	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.

Last updated: 1/15/2021

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
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.

Last updated: 1/15/2021

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 waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/15/2021

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– 2019	School 2019– 2020	District 2018– 2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	79	N/A	68	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.

Last updated: 1/15/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Last updated: 1/15/2021

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 area 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

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.

Last updated: 1/15/2021

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)

Contacts (2020-2021):

Principal, Jacqueline O'Sullivan@mbusd.org
 PTSA Volunteer Chair – Andrea Barker andreameyerbarker@gmail.com
 Robinson's PTSA website: <http://robinsonelementary.org>

On any given day, dozens of volunteers help in the classroom, shelve library materials, teach Young At Art, lead literature groups, organize fundraising and community events, and so much more. Parents are strongly encouraged to

become active members of the PTSA and participate in the many events at Robinson School. Robinson School has many proud traditions that students look forward to each year, from The Three Piggie Opera in Kindergarten to the Fifth Grade Culmination activities. These traditions are made possible by our dedicated and dependable volunteers.

Last updated: 1/14/2021

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

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	Suspensions	Expulsions
School 2017–2018	0.50%	0.00%
School 2018–2019	0.20%	0.00%
District 2017–2018	0.90%	0.00%
District 2018–2019	0.80%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

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

	Suspensions	Expulsions
	--	--
	--	--
	--	--

Grade Level

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size

** "Other" category is for multi-grade level classes.

Number of Classes *

1-20

Average Class Size and Class Size Distribution (Elementary) School Year (2018–**Number of Classes ***

21-32

2019)

Number of Classes *

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	23.00	23.00	23.00	28.00	31.00		
Number of Classes * 1-20	1		1					
		2		3	2	2		
Number of Classes * 21-32	3		2					

Number of Classes *

33+

* 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 (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	24.00	25.00	20.00	31.00	29.00		
Number of Classes * 1-20				2				
	3	3	2		2	2		
Number of Classes * 21-32				1				

Number of Classes *

33+

* 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.

Last updated: 1/15/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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.

Last updated: 1/15/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.10

*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.

Last updated: 1/15/2021

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	\$14277.37	\$5823.25	\$8454.12	\$89582.50
District	N/A	N/A	\$13848.20	\$89618.00
Percent Difference – School Site and District	N/A	N/A	-38.95%	-0.04%
State	N/A	N/A	\$7750.12	\$79209.00
Percent Difference – School Site and State	N/A	N/A	9.08%	13.10%

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

Last updated: 1/14/2021

Types of Services Funded (Fiscal Year 2019–2020)

Beach Cities Health District (BCHD) - PE instruction, counseling, and health assistants \$204,090.00

Manhattan Beach Extra (MBX)- Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District \$38,321.00

Manhattan Beach Education Foundation (MBEF)- Non-profit organization that provides approximately \$6 million annually to pay for a variety of critical programs that would not be possible through public funding \$6,108,437.00

PTA/PTSA- Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education \$539,578.00

Project Lead The Way (PLTW) - Non-profit organization that develops STEM curricula for use by US elementary, middle, and high schools. PLTW also provides professional development training for instructors. \$7,000.00

State Lottery Revenue- A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. \$647,014.00

Title I, Part A - Accountability- Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards \$104,146.00

Title II, Part A - Improving Teacher Quality- Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators \$38,055.00

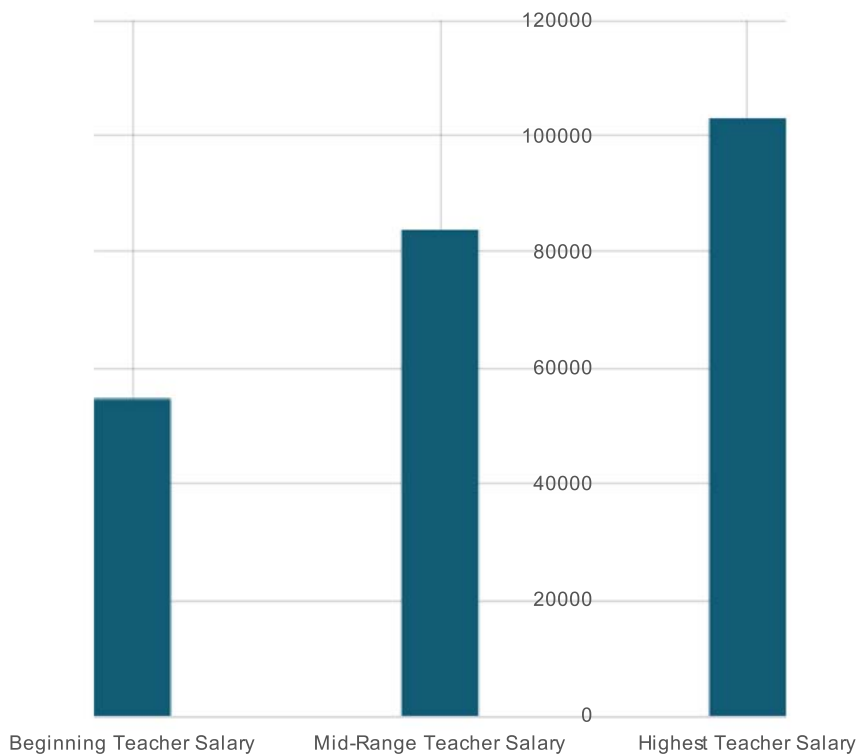
Last updated: 1/12/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

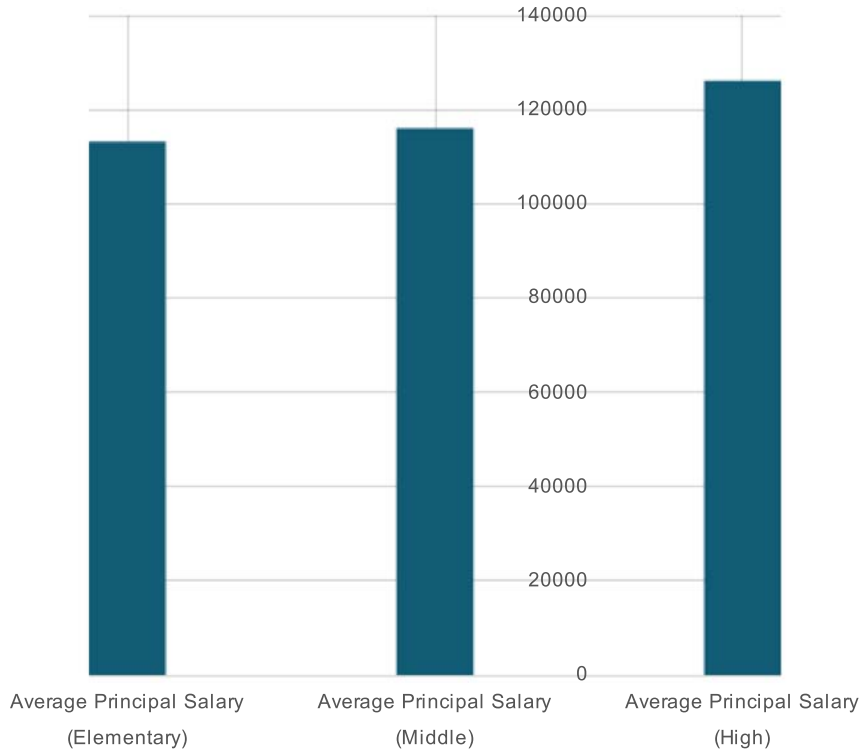
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,779	\$49,782
Mid-Range Teacher Salary	\$83,832	\$76,851
Highest Teacher Salary	\$103,101	\$97,722
Average Principal Salary (Elementary)	\$113,219	\$121,304
Average Principal Salary (Middle)	\$116,025	\$128,629
Average Principal Salary (High)	\$126,068	\$141,235
Superintendent Salary	\$235,900	\$233,396
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/15/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020– 2021
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814