



Montgomery Elementary

Montgomery Elementary

2024-2025 School Accountability Report Card

Published: January 2026

SCHOOL INFORMATION

49708216051874
18620 Fort Ross Rd.
Cazadero, CA 95421
(707) 632-5221
www.mescaz.org

BOARD OF EDUCATION

Kim Gluch, President
Melinda Parmeter, Member
Ashley Parmeter, Member
Laurel Edwards, Member
Michael Franceschi, Member

DISTRICT ADMINISTRATION

Teresa Raef
Superintendent~Principal
traef@mescaz.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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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).

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL MISSION

It is the mission of Montgomery Elementary to provide a safe, supportive and encouraging learning environment for all students. Students shall acquire the academic skills and knowledge as outlined in the California State Standards as well as develop a true understanding of the value of the educational process. Students shall be given opportunities to develop a healthy and positive self-image through lessons designed to foster organization, self-reliance and a strong work ethic. Students shall master the thinking skills required for problem solving and decision making relevant to a changing multicultural world. Our students learn to take responsibility for themselves, develop an understanding and respect for diversity, and develop a caring for others.

SUPERINTENDENT'S MESSAGE

The voters of California first established the School Accountability Report Card (SARC) in 1988. The Report Card, issued annually for each public school in the state, requires schools to provide our community with information regarding the status of our schools. More importantly, the SARC has become a means for initiating conversations that engage our parents and community in the life and improvement of our schools.

As you read through the SARC, you will see that the school is deeply committed to the success for each of our students and supporting them with a rigorous standards-based curriculum through a collaboration of students, parents and staff.

SCHOOL PROFILE

Montgomery School District is a small, rural single-site school district located in Cazadero, California. Curriculum is focused on meeting the standards at every grade level in all core academic areas using an inquiry-based approach to learning. The school is unique in its family-like environment that supports all students and families. The school operates on a traditional school calendar, with classes beginning in mid August and ending in early June.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	39.10
Male	60.90
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	
Filipino	
Hispanic or Latino	17.40
Native Hawaiian or Pacific Islander	
White	78.30
Two or More Races	4.30
EL Students	4.30
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	60.90
Migrant Education	
Students with Disabilities	8.70

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	5
1st	3
2nd	4
3rd	1
4th	2
5th	3
6th	2
7th	2
8th	1
Total	23

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	3.00	100.00	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15,831.90	5.67
Total Teaching Positions	3.00	100.00	3.00	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	3.00	100.00	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,746.90	4.23
Unknown	0.00	0.00	0.00	0.00	14,303.80	5.15
Total Teaching Positions	3.00	100.00	3.00	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	3.00	100.00	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12,112.80	4.34
Unknown	0.00	0.00	0.00	0.00	13,705.80	4.91
Total Teaching Positions	3.00	100.00	3.00	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

Montgomery Elementary School is comprised of six classrooms, a multipurpose room/cafeteria, a library, lower field, blacktop areas and a primary playground.

Cleaning Process

The principal works with the custodial staff that consists of one part-time employee. The principal and custodial staff ensure that the cleaning of the school is maintained to provide for a clean and safe school. The principal meets daily with custodial staff to review the cleanliness of school facilities.

Maintenance and Repair

The superintendent hired a head of maintenance and facilities employee. The superintendent will work together with the head of maintenance to ensure the school's facilities and grounds are safe and in good repair. All district employees are asked to report to the superintendent any maintenance or repairs that are needed.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	10/03/2025
Data Collected:	October 2025
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Office/Admin, A1, A2: 4. The carpet has some wrinkles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Multipurpose, C5: 8. The restrooms are in working order, however they need cosmetic updating.
SAFETY: Fire Safety, Hazardous Materials	Good	Office/Admin, A1, A2: 10. There are no fire sprinklers in the school.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

INSTRUCTIONAL MATERIALS

Montgomery School District held a public hearing on September 10, 2025 and determined that the school 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-8th / Course: Reading/Language Arts / Publisher: McGraw Hill / Adoption: 2021	Yes	0
Mathematics	Grades: K-8th / Course: Mathematics / Publisher: Houghton Mifflin/Harcourt / Adoption: 2015	Yes	0
History / Social Science	Grades: K-8th / Course: History/Social Studies / Publisher: McGraw Hill / Adoption: 2021	Yes	0
Science	Grades: K-8th / Course: Science / Publisher: McGraw Hill / Adoption: 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics

- California Alternate Assessments for ELA, mathematics, and science

- California Science Test (CAST)

- California Spanish Assessment (CSA)

- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

[illegible]

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	13	13	100.00	0.00	46.15
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	11	100.00	0.00	54.55
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	13	13	100.00	0.00	38.46
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	11	11	100.00	0.00	45.45
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

OTHER 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 ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	--	--	--	--	--
7th	--	--	--	--	--

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	27	25	7	28.0
Female	11	--	--	--
Male	16	15	6	40.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	3	15.0
Two or More Races	--	--	--	--
EL Students	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	18	16	6	37.5
Migrant Education	--	--	--	--
Students with Disabilities	--	--	--	--

PARENT ENGAGEMENT

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

In typical school years, Montgomery Elementary School greatly benefits from its supportive parents who volunteer in the classrooms, and support fund-raising activities. The parent club (Boosters' Club) provides lunches for children twice each month and they provide tremendous classroom support in the way of monetary contributions.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Montgomery Elementary School at (707) 632-5221 or via email at office@mescaz.org.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	4.00	11.54	7.41	0.00	0.00	0.00
District	4.00	11.54	7.41	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	7.41	0.00
Female	0.00	0.00
Male	12.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	9.09	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	5.56	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

Safety of students and staff is a primary concern of Montgomery Elementary 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 was last reviewed and updated in October 2025 by the School Board. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Students are supervised before and after school by certificated staff, classified staff, and the principal. Classified staff and the principal supervise students during lunch. There is a designated area for student drop off and pick up which is directly in front of the school. Visitors are required to check in with the office upon arrival at school. The school has improved lockdown protocols and has updated their process in the event a lockdown is needed.

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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated three days to staff development annually for the past three years. Additionally, students are released early every Wednesday in order to provide teachers and staff additional time for class preparation and professional development.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Guerneville and Sebastopol which contain numerous computer workstations. The Bibliobus visits the school once every six weeks and provides our students with an opportunity to check out books that are not available in our school library.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	23

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the 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 and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
TK - 2nd	10	10	12	1	1	1	0	0	0	0	0	0
3rd - 5th	6	8	6	1	1	1	0	0	0	0	0	0
6th - 8th	5	4	5	1	1	1	0	0	0	0	0	0

DISTRICT REVENUE SOURCES

In addition to general state funding, Montgomery School District receives state and federal funding for the following categorical funds and other support programs:

Title I

Title II, Part A

Title IV

SCHOOL AND DISTRICT EXPENDITURES

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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 45,015.68
School: From Supplemental/Restricted Sources	\$ 10,080.04
School: From Basic/Unrestricted Sources	\$ 34,935.63
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	213.43 %

TEACHER AND ADMINISTRATIVE SALARIES

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 CDE website.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 57,228.00	\$ 55,247.70
Mid-Range Teachers	\$ 71,560.75	\$ 80,745.76
Highest Teachers	\$ 90,781.00	\$ 109,655.38
Elementary School Principals	\$ 0.00	\$ 133,828.44
Middle School Principals	\$ 0.00	\$ 142,253.44
High School Principals	\$ 0.00	\$ 0.00
Superintendent	\$ 0.00	\$ 155,953.89
Teacher Salaries	22.75 %	25.26 %
Administrative Salaries	6.15 %	6.12 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	\$ 64,475.00
All Similar School Districts	\$ 85,291.00
Percentage of Variation between School & State	-24.41 %