El Sol Santa Ana Science and Arts Academy

School Accountability Report Card
Reported Using Data from the 2018—19 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Monique Daviss, Executive Director

📍 Principal, El Sol Santa Ana Science and Arts Academy

About Our School

Monique Daviss

Executive Director

Contact

El Sol Santa Ana Science and Arts Academy
328 West Halesworth St.
Santa Ana, CA 92701-3408

Phone: 714-543-0023
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About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Santa Ana Unified
Phone Number	(714) 558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
Website	http://www.sausd.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	El Sol Santa Ana Science and Arts Academy
Street	328 West Halesworth St.
City, State, Zip	Santa Ana, Ca, 92701-3408
Phone Number	714-543-0023
Principal	Monique Daviss, Executive Director
Email Address	info@elsolacademy.org
Website	http://www.elsolacademy.org
County-District-School (CDS) Code	30666706119127

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

El Sol Academy, a dual-immersion charter school founded in 2001 with 110 students, now enrolls 1,000 students in preschool through eighth grade Despite constant adjustments to the educational landscape, El Sol Academy continues to grow in both size and achievement with high expectations for students' success.

El Sol has been named a Bright Spot Awardee by The White House Initiative on Educational Excellence for Hispanics, the California Charter School of the Year, a California Distinguished School, a Title I Academic Achievement Awardee, a California Association for Bilingual Educators Seal of Excellence Award, a Campaign for Business & Education Excellence (CBEE) STAR awardee. This year El Sol was named a Gold level Best Urban School by the National Center on Urban School Transformation for excellence in our dual language program. These distinguished awards highlight our unique dual- immersion curriculum that teaches advanced levels of knowledge and proficiency in English and Spanish. We ensure students' success by employing a thorough and diverse curriculum, exemplary professional development for teachers, commitment to parental involvement, and supplementary programs. Our extended day program offers intensive academic instruction for struggling students while also incorporating rich, cultural enrichment activities. El Sol's preschool establishes strong early-childhood foundational skills while the SOS-El Sol Wellness Center, a Federally Qualified Health Center, provides a wide range of health services for El Sol's families.

El Sol Academy uses six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship to build great character in each individual student. Moreover, the El Sol faculty and staff are committed to teaching students how to be exemplary citizens in both the local and global community.

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	131
Grade 1	109
Grade 2	104
Grade 3	100
Grade 4	98
Grade 5	100
Grade 6	93
Grade 7	98
Grade 8	96
Total Enrollment	929
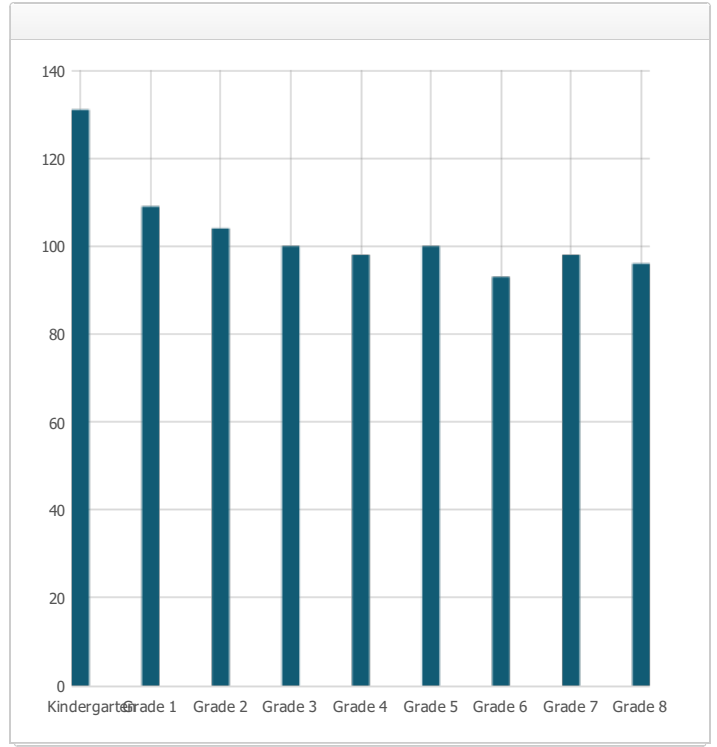
Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.80 %
Asian	1.20 %
Filipino	0.20 %
Hispanic or Latino	95.20 %
Native Hawaiian or Pacific Islander	0.10 %
White	1.30 %
Two or More Races	0.50 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.10 %
English Learners	51.10 %
Students with Disabilities	4.60 %
Foster Youth	0.80 %
Homeless	2.90 %

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	43	41	49	
Without Full Credential	4	5	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
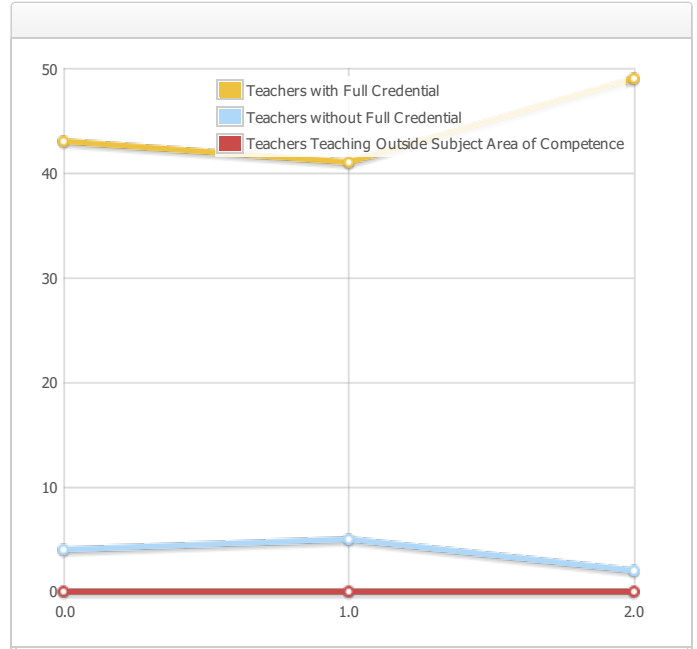
Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
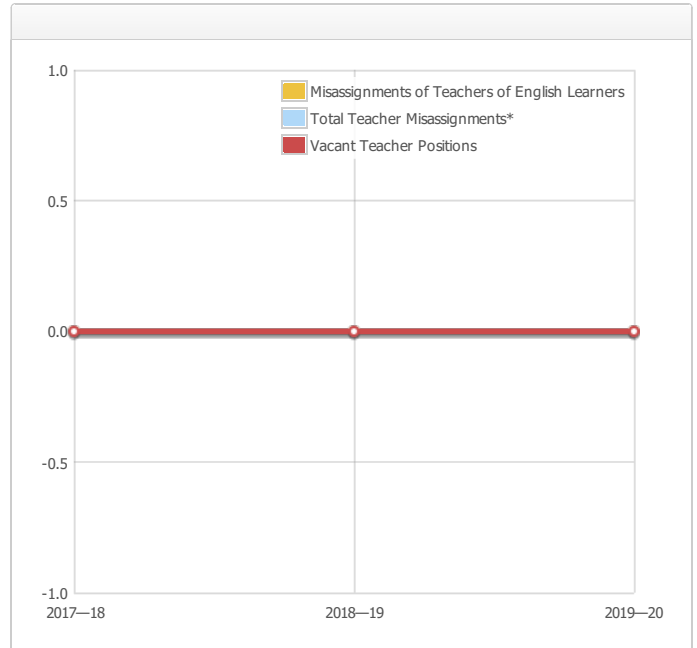
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Benchmark Education (Adelante/Advance) Holt McDougall Words Their Way Studies Weekly Scholastic Scholasic News Time Magazine Weekly	Yes	0.00 %
Mathematics	CPM Bridges in Mathematics	Yes	0.00 %
Science	Pearson Interactive National Geographic Ladders New curriculum in review	Yes	0.00 %
History-Social Science	Hold McDougall National Geographic Cengage	Yes	0.00 %
Foreign Language	Benchmark Adelante EnEspanol Santillana	Yes	0.00 %
Health	SPARK	Yes	0.00 %
Visual and Performing Arts	SRA California Framework (VAPA) Meet the Masters	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: 1/31/2020

School Facility Conditions and Planned Improvements

The school has completed a major redevelopment project that upgraded all classrooms on the campus as well as provide additional support space for meetings, labs, performances and a wellness center. The first phase of the school-wide renovation is complete adding 12 new classrooms and a playground. The next phase was a new wellness center which is complete. Completion of the 12 classroom middle school phase was completed in the fall of 2018. Completion of the remaining 14 classrooms of the full campus renovation was completed at the beginning of the 2019-2020 school year.

Visitors are required to check in at the office before entering the campus and must wear a visitor's badge or district I.D. while on campus. Classrooms are clean and maintained by three full-time custodians on a morning and afternoon shift and three full-time evening custodians. The El Sol campus is safe, well maintained, and clean.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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: December 2019

Overall Rating	Exemplary

Last updated: 1/31/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	58.0%	32.0%	35.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	48.0%	26.0%	28.0%	38.0%	39.0%

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: 1/31/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	588	581	98.81%	1.19%	58.35%
Male	294	292	99.32%	0.68%	53.42%
Female	294	289	98.30%	1.70%	63.32%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	559	552	98.75%	1.25%	57.43%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	405	401	99.01%	0.99%	54.36%
English Learners	340	339	99.71%	0.29%	50.74%
Students with Disabilities	33	30	90.91%	9.09%	33.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	19	19	100.00%	0.00%	26.32%

Note: ELA 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.

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 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.

Last updated: 1/31/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	588	582	98.98%	1.02%	47.94%
Male	294	292	99.32%	0.68%	48.29%
Female	294	290	98.64%	1.36%	47.59%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	559	553	98.93%	1.07%	46.84%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	405	401	99.01%	0.99%	42.64%
English Learners	340	339	99.71%	0.29%	43.07%
Students with Disabilities	33	30	90.91%	9.09%	26.67%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	19	19	100.00%	0.00%	26.32%

Note: 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.

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 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.

Last updated: 1/31/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	75.30%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.00%

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 2018—19)

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	24.50%	26.50%	15.30%
7	21.70%	34.80%	26.10%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019—20)

El Sol has a PTO, a School Site Council, and other parent groups. Our Parent Advisory Committee plays a central leadership role in the design, facilitation, and documentation of our yearly Local Control Accountability Plan (LCAP) planning process. El Sol students and families benefit from a variety of partner organizations. El Sol also has a Family and Children Learning Center that incorporates a variety of partners for on-site services to families including the following: Legal Aid, Public Law Center, the Department of Social Services, Latino Health Access, Providence Speech and Hearing Center, UCI Health Center, Share Our Selves (SOS), Second Harvest Food Bank and others. The school recently celebrated the opening of the SOS – El Sol Wellness center, an on-site full-service clinic for uninsured students and their families that is funded in part by Hoag Hospital, SOS and the UCI program in Nursing Science.

Many El Sol families volunteer, on an average of 20 hours each school year. Volunteer hours can be met by supporting the classroom teacher or by completing small school repairs, clean-up or other needed supports at the school. Parents are highly involved in the academic program; reading in the classroom, participating in parent-led science demonstrations, and volunteering to teach enrichment classes.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	4.30%	9.70%
Graduation Rate	--	91.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	4.30%	5.50%	9.10%	9.60%
Graduation Rate	--	--	91.50%	89.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
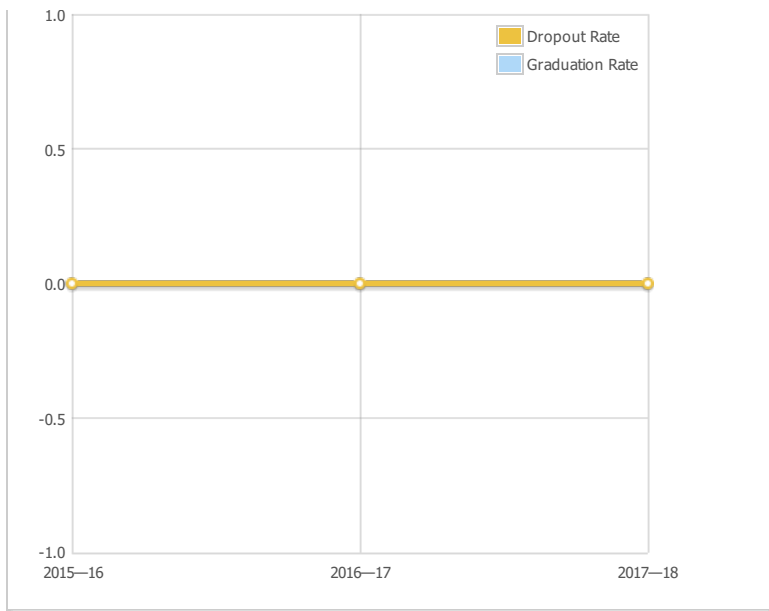
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/31/2020

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

Rate	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
Suspensions	0.20%	0.50%	0.10%	3.10%	3.10%	3.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

El Sol Academy is firmly committed to maintaining a safe and healthy working environment. The Comprehensive School Site Safety Plan was developed for El Sol Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Yearly updates to Routine Emergency Disaster Procedures include updated Emergency and Disaster Preparedness Plan.

New Personnel receives training on School Site Safety Plan as part of their orientation and all personnel review School Site Safety Plan annually at the Staff Meeting in August at the beginning of the school year.

Last updated: 1/31/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		30	
1	25.00		28	
2	25.00		24	
3	25.00		28	
4	25.00		24	
5	26.00		28	
6	27.00	4	17	2
Other**				

* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		35	
1	25.00		32	
2	25.00		28	
3	24.00		32	
4	25.00		24	
5	24.00		28	
6	27.00	5	15	3
Other**				

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	32.00		6	18
1	34.00			23
2	34.00			23
3	36.00			18
4	33.00			21
5	33.00		7	12
6	33.00	2	4	14
Other**				

* 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) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	4	4	
Mathematics	23.00	5	3	
Science	23.00	4	4	
Social Science	23.00	3	5	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	5	3	
Mathematics	22.00	5	3	
Science	22.00	4	4	
Social Science	22.00	5	3	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	1	4	2
Mathematics	27.00	1	5	1
Science	31.00		4	2
Social Science	30.00	1	4	2

* 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.

Last updated: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.
**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12769.00	$2314.34	$10454.75	$72394.25
District	N/A	N/A	--	$94982.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

## Types of Services Funded (Fiscal Year 2018—19)

El Sol provides a comprehensive extended day program that integrates the daytime instruction into the extended day. The school also provides small group instruction, intervention, and pull-outs. The school supports the arts through instruction in instrumental music, drama, fine arts, chorus, chess, and athletics. The school spends resources on technology and software including Mind Institute, Accelerated Reader, Education City and Pipo. El Sol is a dual immersion school so the school provides student materials – curriculum, books, games and other instructional materials in English and in Spanish. El Sol students participate in service learning, off-site educational experiences and other partnerships that enhance the learning process. El Sol also offers a 3-year-old and a 4-year-old preschool program.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,963	$48,612
Mid-Range Teacher Salary	$88,515	$74,676
Highest Teacher Salary	$112,309	$99,791
Average Principal Salary (Elementary)	$134,678	$125,830
Average Principal Salary (Middle)	$134,945	$131,167
Average Principal Salary (High)	$148,184	$144,822
Superintendent Salary	$327,000	$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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
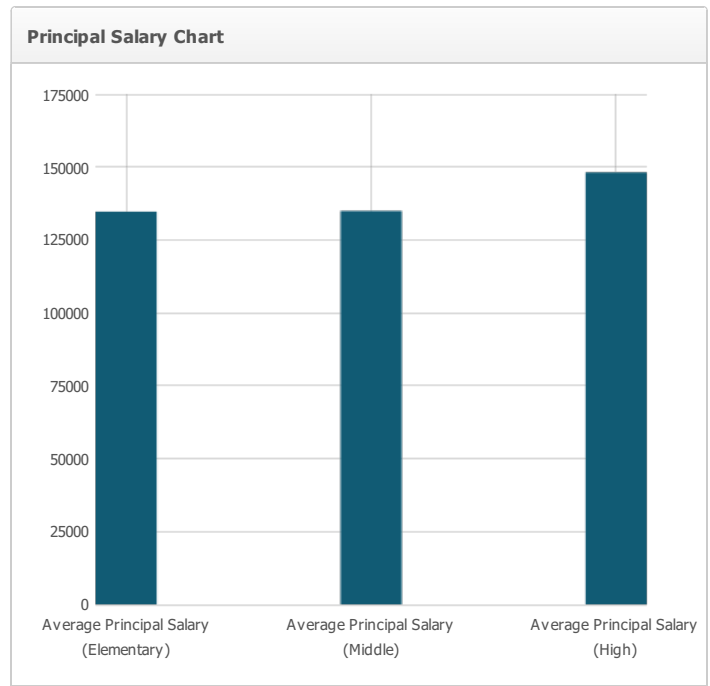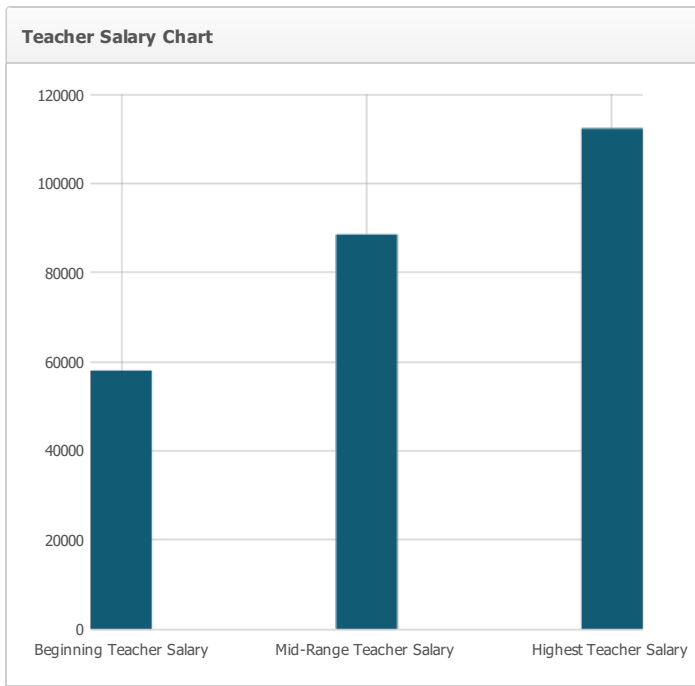
Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	40	45	50