

Argonaut High

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/fq/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.

Troy Gassaway, Principal

 Principal, Argonaut High

About Our School

Argonaut has strong traditions and a school culture that facilitates success for ALL students. Established in 1913 as Jackson Joint Union High School, we used that name until 1976 when we merged with Ione High School to become Argonaut High School. That year we moved near the site of the historic Argonaut Mine, featured in the book "47 Down," and have been there ever since.

We are a small comprehensive public high school with just over 550 students and 25 teachers. Our distinct geographic location situated in the center of the historic Mother Lode of Amador County has picturesque views every direction. We are known for our supportive community that provides an overwhelming amount of encouragement for our students and school. We are "small but mighty," and excited to share our academics, culture and programs that make us uniquely distinguished with ALL students that attend.

The Argonaut High School Mustang family strives to create a positive and supportive environment in which ALL are challenged and inspired to achieve their full potential. Students are expected to have the Courage to Compete in everything they do in school and life while remaining Respectful, Responsible and Resilient citizens. With the facilitation of our talented and compassionate faculty and staff, our students receive an individualized world class education matched by few in our state.

Contact

Argonaut High
501 Argonaut Ln.
Jackson, CA 95642-2020

Phone: 209-257-7700
Email: troy.gassaway@acusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Amador County Unified
Phone Number	(209) 223-1750
Superintendent	Amy Slavensky
Email Address	aslavensky@amadorcoe.k12.ca.us
Website	http://www.amadorcoe.org

School Contact Information (School Year 2019—20)	
School Name	Argonaut High
Street	501 Argonaut Ln.
City, State, Zip	Jackson, Ca, 95642-2020
Phone Number	209-257-7700
Principal	Troy Gassaway, Principal
Email Address	troy.gassaway@acUSD.org
Website	https://argonauths.amadorcoe.org/
County-District-School (CDS) Code	03739810334755

Last updated: 1/16/2020

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

Argonaut High School is a California Distinguished and Gold Ribbon Award-winning school with the California Department of Education. We are proudly part of the Amador County Public Schools within the Amador County Unified School District.

Situated in rural Northern California, approximately one hour east of Sacramento, Argonaut High is a comprehensive four-year public high school located in Jackson, the county seat of Amador. We have 530 students within grades 9-12.

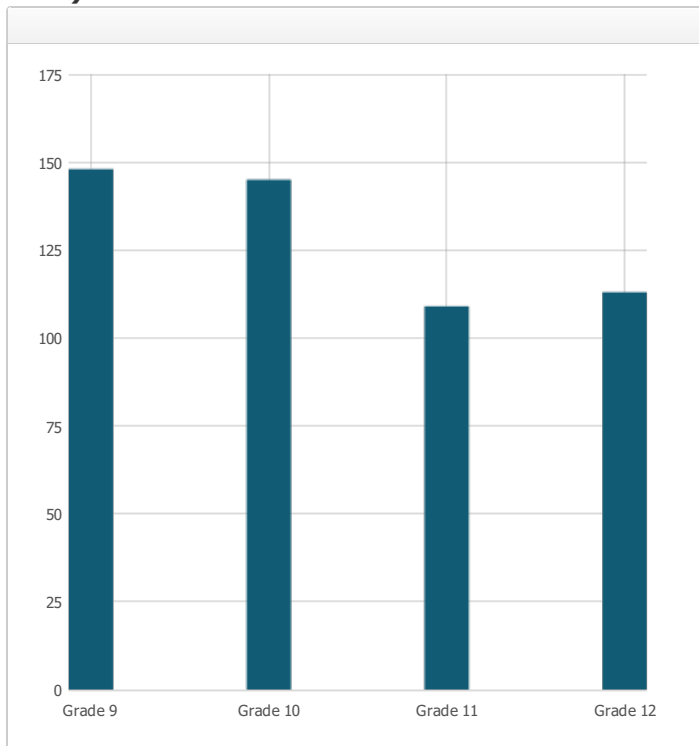
Argonaut High School is home of the Mustangs – well known for their exceptional football program under Head Coach Rick Davis.

Our offerings are well rounded with many advanced AP courses, sports programs, clubs, and enrichment opportunities.

Last updated: 1/16/2020

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

Grade Level	Number of Students
Grade 9	148
Grade 10	145
Grade 11	109
Grade 12	113
Total Enrollment	515



Last updated: 1/16/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	2.30 %
Asian	1.30 %
Filipino	0.40 %
Hispanic or Latino	23.20 %
Native Hawaiian or Pacific Islander	0.40 %
White	64.60 %
Two or More Races	6.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.60 %
English Learners	0.80 %
Students with Disabilities	15.00 %
Foster Youth	0.80 %
Homeless	0.40 %

A. Conditions of Learning

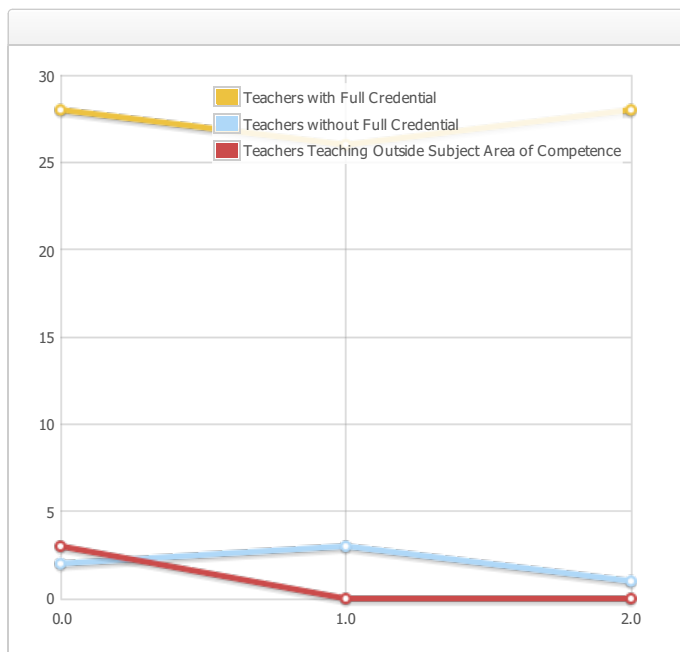
State Priority: Basic

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

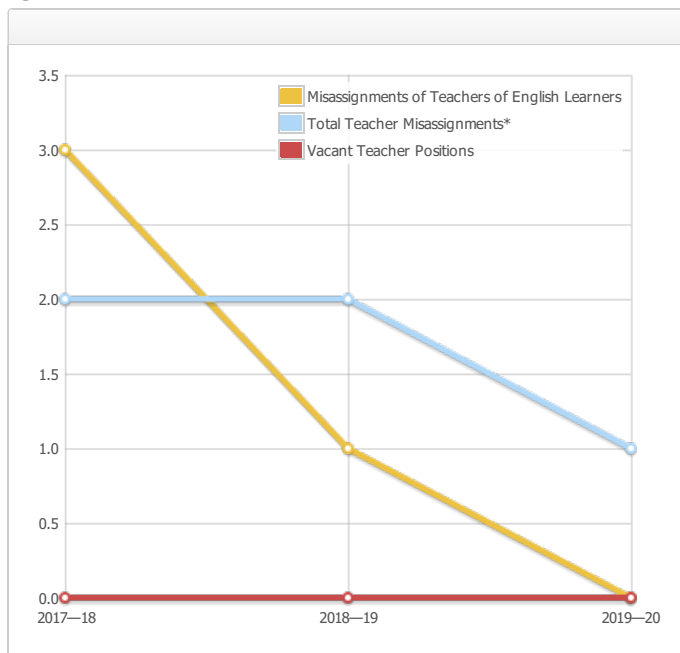
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	28	26	28	172
Without Full Credential	2	3	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	0	2



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments*	2	2	1
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: 1/16/2020

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 Harcourt California Collections (2016) Vocabulary for the College Bound Student (Levine) The Language of Composition (Shea, Scanlon, Aufses) Literature and Composition (Shea, Scanlon, Aufses, Jago) AP Language and Composition Examination (Dr. Richard Vogel) AP Literature and Composition Examination (Dr. Richard Vogel) Vocabulary for Achievement (Houghton Mifflin)	Yes	0.00 %
Mathematics	Algebra 1: CPM Geometry: CPM Algebra II: CPM PreCalculus/Trig: Houghton Mifflin Calculus: CPM Analysis, Houghton Mifflin, Calculus/Single Variable AP Calculus: Houghton Mifflin, Calculus/Single Variable	Yes	0.00 %
Science	Biology and Ag Biology: Glencoe California Edition Physics: Glencoe, Physics Principles and Problems Chemistry: Glencoe, Chemistry Matter and Change Life Science: Holt, Biology California AP Biology: Pearson Biology AP Edition Anatomy and Physiology: Mosby Anthony's, Anatomy and Physiology	Yes	0.00 %
History-Social Science	World Geography: Glencoe 2005 World History: Prentice Hall, The Modern World 2007, The Americans: Reconstruction to the 21st Century AP European History: Western Civilization AP US History: The American Pageant AP World History: The World's History AP Government: Glencoe/McGraw-Hill Economics: New Ways of Thinking AP Human Geography: Human Geography: People, Place and Culture (Wiley)	Yes	0.00 %
Foreign Language	Realidades All: 2011: Holt, Rinehart and Winston: Allez Viens Pearson	Yes	0.00 %
Health	Health:Glencoe	Yes	0.00 %
Visual and Performing Arts	Art History: Prentice Hall Everything about Theatre: Meriwether Publishing	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: 1/3/2020

School Facility Conditions and Planned Improvements

Argonaut High School's buildings and 39 classrooms are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. The custodians and Principal walk through the restrooms during the day to assure that they are sanitary and in proper working condition. The principal walks the site daily to look for hazards and, if found, they are addressed immediately.

Last updated: 1/15/2020

School Facility Good Repair Status

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

Overall Rating	Good
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Last updated: 1/15/2020

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)	49.0%	66.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	31.0%	29.0%	32.0%	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: 1/16/2020

**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	94	94	100.00%	0.00%	65.96%
Male	49	49	100.00%	0.00%	57.14%
Female	45	45	100.00%	0.00%	75.56%
Black or African American	--	--	--	--	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	--	--	--	--	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	28	28	100.00%	0.00%	53.57%
Native Hawaiian or Pacific Islander	--	--	--	--	0%
White	55	55	100.00%	0.00%	70.91%
Two or More Races	--	--	--	--	0%
Socioeconomically Disadvantaged	46	46	100.00%	0.00%	52.17%
English Learners	--	--	--	--	0%
Students with Disabilities	18	18	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	--	--	--	--	--

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: 1/16/2020

**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	94	93	98.94%	1.06%	31.18%
Male	49	48	97.96%	2.04%	22.92%
Female	45	45	100.00%	0.00%	40.00%
Black or African American	--	--	--	--	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	--	--	--	--	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	28	27	96.43%	3.57%	14.81%
Native Hawaiian or Pacific Islander	--	--	--	--	0%
White	55	55	100.00%	0.00%	38.18%
Two or More Races	--	--	--	--	0%
Socioeconomically Disadvantaged	46	45	97.83%	2.17%	20.00%
English Learners	--	--	--	--	0%
Students with Disabilities	18	18	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	0%
Homeless	--	--	--	--	--

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: 1/16/2020

**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: 1/16/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The Career Technical Education Programs are open to any and all students enrolled in our School District. The list of CTE classes available for ACUSD students is as follows:

Introduction to Agriculture Mechanics
 Advance Agriculture Mechanics
 Advance Agriculture Construction
 Agriculture Fabrication
 Advanced Power Agriculture Mechanics
 Veterinary Science
 Agriculture Business
 Agricultural Engineering & Mechanics
 Agriculture Leadership & Communications
 Early Childhood Education
 Intro to Foods
 Foods 1-2
 Culinary Foods I: Culinary Fundamentals
 Culinary 2: World Cuisine
 Culinary 3: Honors International Cuisine
 Culinary 4: Hotel & Restaurant Management
 Floral Design
 Advanced Floral Design
 ROP Health Careers
 Graphic Design
 Advanced Graphic Design
 Digital Photography
 Digital Art
 Advanced Digital Photography
 Introduction to Computer Science
 Computer Programming and Game Design
 Video Production and Broadcast Journalism
 Advanced Game Design: 3D Modeling and Animation
 Introduction to Engineering Design
 Fire Science
 Introduction to Technology
 Welding Technology I
 Welding Technology II

Last updated: 1/3/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	379
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/3/2020

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	93.40%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	34.50%

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
9	74.90%	57.10%	39.30%

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.

Last updated: 1/7/2020

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)

Argonaut High has many clubs and organizations that encourage parental involvement, including the Argonaut Booster Club, Argonaut Band Boosters, the Quarterback Club, the School Site Council, the Boosters Club Steering Committee, the Ag Boosters and Principal Forums. Many parents informally help with athletics, drama, music and clubs with their various activities. Parents and the business community have made huge contributions to our school by providing services, facility improvement, materials, equipment, labor and expertise. If you would like to become involved, contact our school principal.

State Priority: Pupil Engagement

Last updated: 1/3/2020

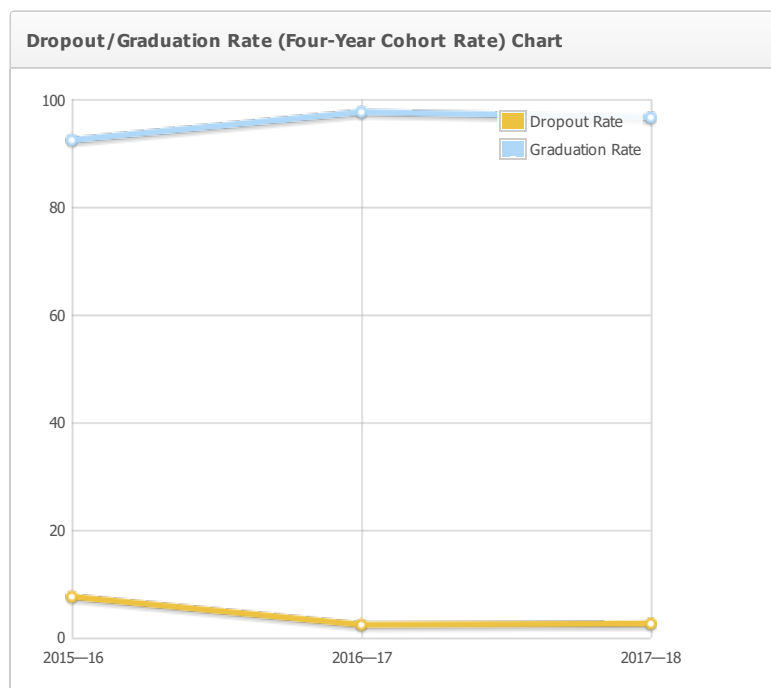
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	7.60%	10.30%	9.70%
Graduation Rate	92.40%	89.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.40%	2.60%	9.10%	3.90%	9.10%	9.60%
Graduation Rate	97.60%	96.60%	87.90%	89.90%	82.70%	83.00%



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: 1/16/2020

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	5.10%	10.10%	10.00%	6.50%	5.70%	5.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

Our School Safety Plan follows the district adopted protocol for responding to various possible emergencies. Each classroom has a flip chart to consult in case of an emergency. We conduct fire and earthquake drills and lockdown practice. We have increased safety tremendously by installing a school wide communication system in 2005.

A school resource officer, counselors, the campus supervisor and custodial staff all help in patrolling the campus during school hours to promote safety, prevent violent or destructive behavior and to maintain a clean campus. We enforce the Student Conduct Code to ensure safety and a positive learning environment.

We report safety hazards and system malfunctions and the district maintenance staff responds as quickly as possible. Additionally, five security cameras have been installed on campus. Our school safety plan is reviewed annually, taken to the school board for adoption and available for viewing at the site or district office.

Last updated: 1/3/2020

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	16	1
Mathematics	19.00	13	10	0
Science	18.00	9	6	1
Social Science	21.00	11	11	1

* 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	15.00	24	12	0
Mathematics	20.00	9	10	2
Science	12.00	14	2	2
Social Science	15.00	18	7	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	20.00	12	11	3
Mathematics	19.00	12	11	0
Science	17.00	16	5	0
Social Science	20.00	13	12	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: 1/16/2020

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

Title	Ratio**
Counselors*	474.00

*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: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.90
Psychologist	0.40
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	0.20

*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: 1/16/2020

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	\$7682.26	\$13.80	\$7668.46	\$70564.98
District	N/A	N/A	\$0.00	\$71860.00
Percent Difference – School Site and District	N/A	N/A	195.00%	-0.50%
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	10.00%	-4.00%

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

The 2014-2015 California budget introduced the Local Control Funding Formula (LCFF), dramatically reforming California's educational funding system.

The LCFF eliminates most categorical funding streams, replacing them with funds based on each LEA's student demographic profile. The LCFF institutes a change in LEA accountability for unrestricted funding in the form of a three-year, annually renewed, Local Control Accountability Plan (LCAP).

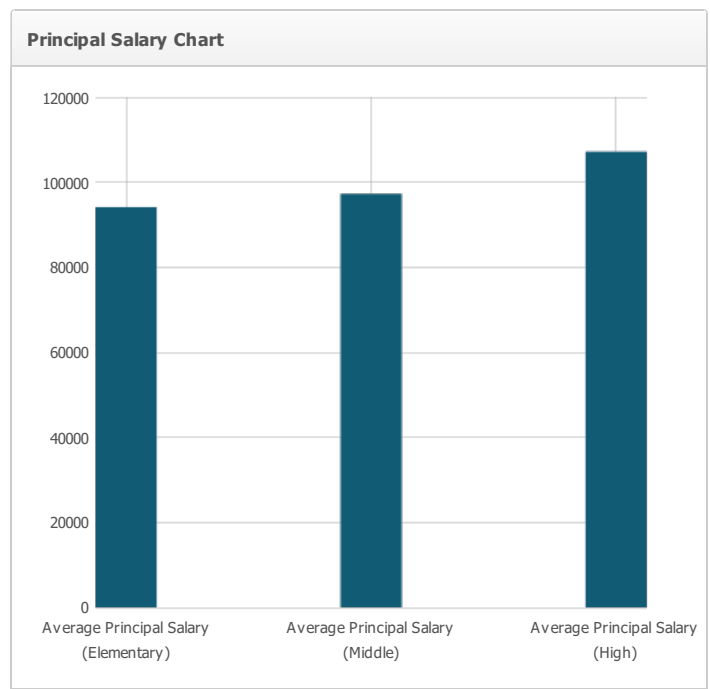
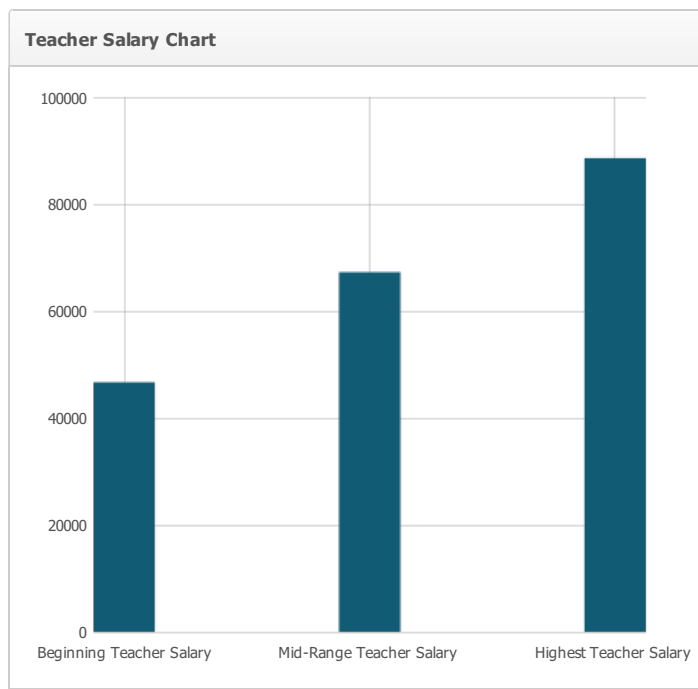
We offer a broad array of support and intervention services, AP courses and electives that include art, drama, music, agriculture, hospital, technology and culinary arts.

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$46,208
Mid-Range Teacher Salary	\$67,262	\$72,218
Highest Teacher Salary	\$88,601	\$92,742
Average Principal Salary (Elementary)	\$94,141	\$134,864
Average Principal Salary (Middle)	\$97,278	\$118,220
Average Principal Salary (High)	\$107,184	\$127,356
Superintendent Salary	\$164,800	\$186,823
Percent of Budget for Teacher Salaries	30.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/16/2020

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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	9	N/A
All Courses	15	35.30%

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

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

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Last updated: 1/16/2020