

# Pine Grove Elementary STEM Magnet

## 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.

## John Hawley, Principal

 Principal, Pine Grove Elementary STEM Magnet

### About Our School

Hello Pine Grove Bears and Families. My name is John Hawley and I am the Principal here at Pine Grove STEM Elementary School. I graduated from UC Riverside with a BS in Business Administration and received my teaching credential from Chapman University. I later received my Masters of Arts in Educational Supervision and Administration. This is my 16th year here in the Amador County Unified School District. For the last five years, I have been the Vice Principal at Jackson Junior High School and Ione Junior High School. Previous to that I was an elementary teacher at Jackson Elementary and Sutter Creek Elementary schools. I currently reside in El Dorado County with my wife, Kimberly, of 20 years and our two children. My goal here at Pine Grove STEM Elementary School is to help support the students, staff and families in an exciting and engaging learning environment through the use of Science, Technology, Engineering and Math to understand all subject areas. I look forward to the opportunity to meet and talk with all of you.

### Contact

*Pine Grove Elementary STEM Magnet*  
20101 State Highway 88  
Jackson, CA 95642-2020

Phone: 209-296-2800  
Email: [jhawley@acusd.org](mailto:jhawley@acusd.org)

## About This School

### Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Pine Grove Elementary STEM Magnet
<b>Street</b>	20101 State Highway 88
<b>City, State, Zip</b>	Jackson, Ca, 95642-2020
<b>Phone Number</b>	209-296-2800
<b>Principal</b>	John Hawley, Principal
<b>Email Address</b>	<a href="mailto:jhawley@acusd.org">jhawley@acusd.org</a>
<b>County-District-School (CDS) Code</b>	03739816002844

*Last updated: 1/8/2020*

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

Pine Grove Elementary School is committed to advancing the abilities of all students by providing broad educational experiences. We encourage "personal best" with positive attitudes reflecting strong character both, at school and within the community.

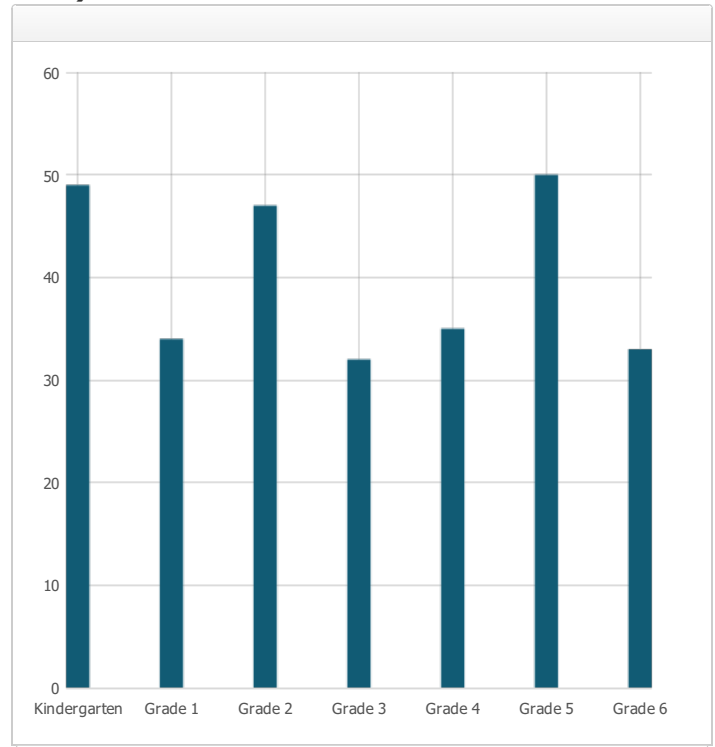
As a STEM Magnet School, we are dedicated to the advancement of STEM curriculum, exploration of STEM career possibilities for our students, as well as instruction that centers on students engaged in STEM.

We are a uniquely small school nestled among the tall pine and fir trees about 10 miles east of Jackson on Highway 88 in Amador County, California. We house approximately 275 Kindergarten through 6th grade students on five acres of land.

*Last updated: 1/8/2020*

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	34
Grade 2	47
Grade 3	32
Grade 4	35
Grade 5	50
Grade 6	33
<b>Total Enrollment</b>	<b>280</b>



Last updated: 1/8/2020

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.50 %
Asian	0.40 %
Filipino	1.40 %
Hispanic or Latino	15.40 %
Native Hawaiian or Pacific Islander	%
White	72.50 %
Two or More Races	6.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.20 %
English Learners	1.40 %
Students with Disabilities	9.30 %
Foster Youth	1.40 %
Homeless	7.90 %

## A. Conditions of Learning

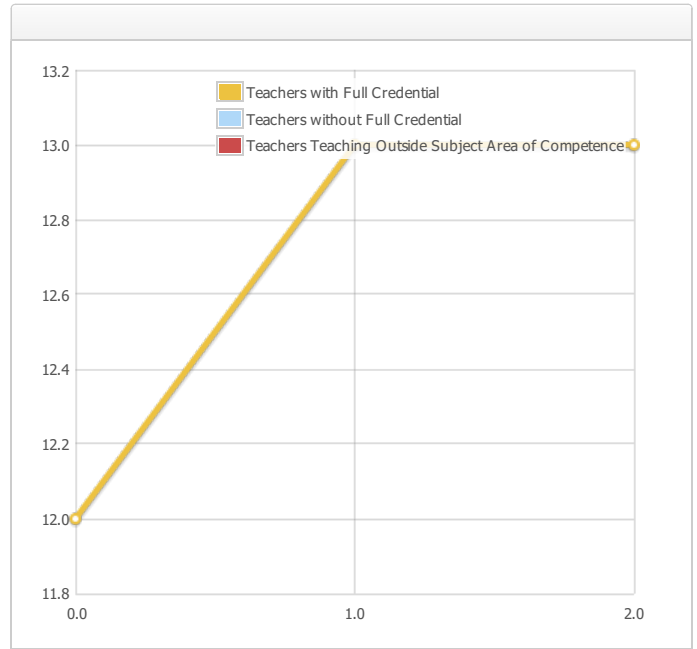
### State Priority: Basic

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	12	13	13	172
Without Full Credential				8
Teachers Teaching Outside Subject Area of Competence (with full credential)				2



Last updated: 1/15/2020

#### 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: 1/16/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.00 %
Mathematics	McGraw Hill: My Math	Yes	0.00 %
Science	MacMillan/McGraw Hill: California Science	Yes	0.00 %
History-Social Science	Harcourt: Reflections (Grades K-5)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/8/2020

## School Facility Conditions and Planned Improvements

Pine Grove Elementary School's buildings and 18 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: 1/8/2020*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Exemplary
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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)	48.0%	49.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	34.0%	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: 1/8/2020*

**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	147	146	99.32%	0.68%	49.32%
Male	77	76	98.70%	1.30%	44.74%
Female	70	70	100.00%	0.00%	54.29%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	24	24	100.00%	0.00%	45.83%
Native Hawaiian or Pacific Islander					
White	108	107	99.07%	0.93%	50.47%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	67	66	98.51%	1.49%	31.82%
English Learners	--	--	--	--	
Students with Disabilities	16	16	100.00%	0.00%	37.50%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
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: 1/8/2020*



**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	147	146	99.32%	0.68%	34.25%
Male	77	76	98.70%	1.30%	36.84%
Female	70	70	100.00%	0.00%	31.43%
Black or African American	0	0	0%	0%	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	--	--	--	--	0%
Filipino	--	--	--	--	0%
Hispanic or Latino	24	24	100.00%	0.00%	37.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	108	107	99.07%	0.93%	34.58%
Two or More Races	--	--	--	--	0%
Socioeconomically Disadvantaged	67	66	98.51%	1.49%	28.79%
English Learners	--	--	--	--	0%
Students with Disabilities	16	16	100.00%	0.00%	25.00%
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**

<b>Subject</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2017–18</b>	<b>District 2018–19</b>	<b>State 2017–18</b>	<b>State 2018–19</b>
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: 1/8/2020*

# 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	66.70%	51.00%	23.50%

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: 1/8/2020*

## 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)

Parent involvement is encouraged and welcomed. Our parent association (WAFKA) and School Site Council are active in supporting the instructional needs of our school. Our success is based on the participation and support of our parents, students, staff and community. Our dedicated parent organization (WAFKA) is actively involved in the health, safety and welfare of all our students, plus they offer a variety of events, programs and activities throughout the school year that encourage parents to become actively involved in their child's school and education. They sponsor student field trips and assemblies for all grade levels, Red Ribbon week, Family Art Nights, book fairs and school events as well as quarterly achievement award assemblies.

Similarly, our School Site Council (SSC) plays an integral part of the forward focus of Pine Grove Elementary by approving annual budgets, revising site level school improvement, and school safety plans and provides guidance for school wide programs.

Essentially, at Pine Grove Elementary the supportive staff, concerned parents and involved community member's work together to ensure student growth toward excellence.

### State Priority: Pupil Engagement

*Last updated: 1/8/2020*

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

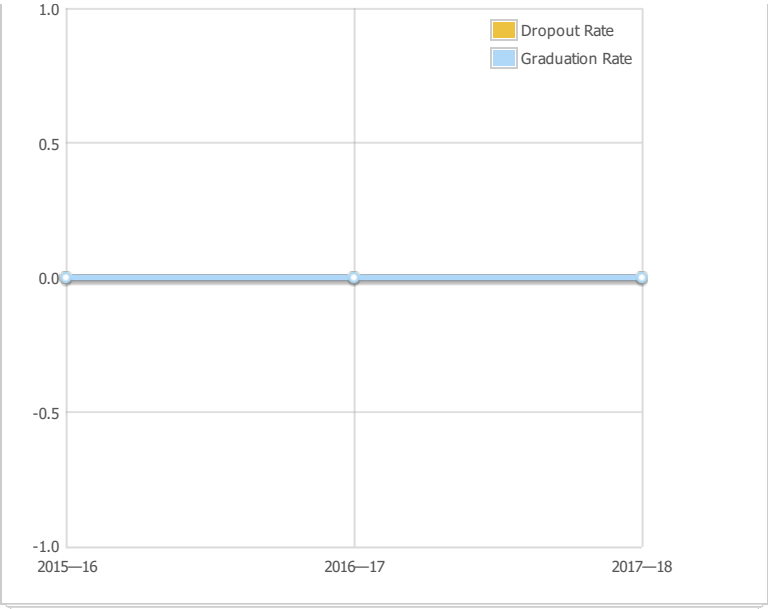
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	10.30%	9.70%
Graduation Rate	0.00%	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	0.00%	0.00%	9.10%	3.90%	9.10%	9.60%
Graduation Rate	0.00%	0.00%	87.90%	89.90%	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: 1/16/2020*

# 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	3.20%	3.20%	0.30%	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: 1/8/2020*

## School Safety Plan (School Year 2019—20)

We require visitors to sign in at the office and wear a visitor's badge while on campus. We supervise students before school, during recesses and after school. Teachers and instructional aides monitor the campus during regular school hours. We revise our Safety Plan every August, just before the beginning of the school year. The key elements of our Safety Plan are the explanation of the Standardized Emergency Management System responsibilities and the procedures for fire, earthquakes and windstorms. All staff receives refresher training at the beginning of each school year, and safety is always discussed at every staff meeting. As required by law, our school conducts a fire drill every month, an earthquake drill every quarter and some type of disaster drill at least once per year. Our safety plan is available for viewing in our office.

*Last updated: 1/8/2020*

## 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	21.00	1	1	0
1	23.00	0	1	0
2	22.00	0	2	0
3	25.00	0	2	0
4	24.00	0	1	0
5	24.00	0	2	0
6	27.00	0	2	0
Other**	0.00	0	0	0

\* 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	23.00	0	2	0
1	0.00	0	0	0
2	24.00	0	1	0
3	33.00	0	2	1
4	27.00	0	2	0
5	29.00	0	1	0
6	29.00	0	2	0
Other**	0.00	0	0	0

\* 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	25.00	0	2	0
1	21.00	0	1	0
2	24.00	0	2	0
3	23.00	0	2	0
4	23.00	0	1	0
5	25.00	0	2	0
6	23.00	0	2	0
Other**	0.00	0	0	0

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

\* 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*	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: 1/8/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.20
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
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: 1/8/2020*

**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	\$5286.73	\$4.34	\$5282.39	\$74509.52
District	N/A	N/A	--	\$67511.00
Percent Difference – School Site and District	N/A	N/A	200.00%	13.50%
State	N/A	N/A	\$7506.64	\$64369.00
Percent Difference – School Site and State	N/A	N/A	-26.40%	9.40%

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

*Last updated: 1/16/2020*

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

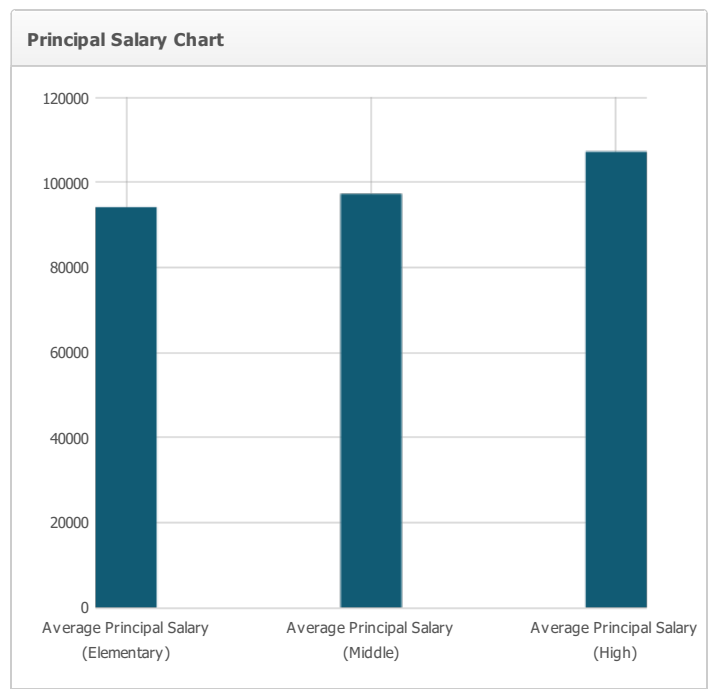
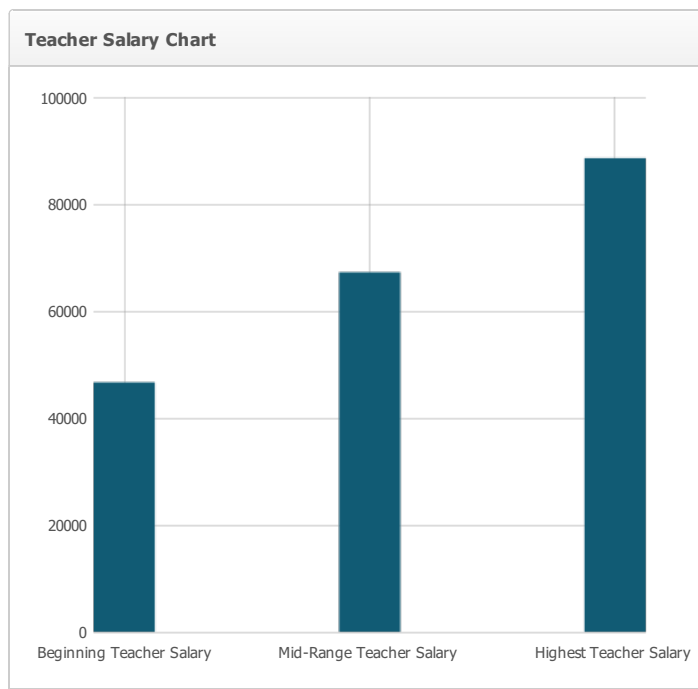
We are working with the LCAP process to increase our programs. Currently we offer a broad array of support and intervention services. We offer a rich STEM program and support in both math and English Language Arts.

*Last updated: 1/8/2020*

### 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: 1/8/2020

**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: 1/16/2020*

**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: 1/8/2020*