

Pioneer Magnet School for the Visual and Performing Arts

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.

Carmen Glaister, Principal

 Principal, Pioneer Magnet School for the Visual and Performing Arts

About Our School

Hello and welcome! My name is Carmen Glaister and I'm the Principal of Pioneer Elementary. This is an amazing school and community and I'm so grateful to be a part of it. I look forward to working with your child, with you, and with your child's teacher this school year. If you have any questions, comments, or suggestions about our school, feel free to send me an email or give me a call. Our students' safety is my primary concern, followed closely by their academic and personal growth.

Education is like a three legged stool: The student, parents, and school are each a leg. If any of those legs isn't giving its best effort, the stool will fall over. We are all part of your child's education team and want your child to receive the best education possible. With that being said, if you ever have any concerns about what is happening in your child's classroom, please contact his or her teacher and request a meeting. If you would like some recommendations on how you can best support your child's education, please reach out to me.

Contact

*Pioneer Magnet School for the Visual and Performing Arts
24625 Highway 88
Pioneer, CA 95666*

*Phone: 209-295-6500
Email: carmen.glaister@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	Pioneer Magnet School for the Visual and Performing Arts
Street	24625 Highway 88
City, State, Zip	Pioneer, Ca, 95666
Phone Number	209-295-6500
Principal	Carmen Glaister, Principal
Email Address	carmen.glaister@acusd.org
County-District-School (CDS) Code	03739816002851

Last updated: 1/8/2020

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

The mission of the Pioneer Visual and Performing Arts Magnet School is to provide students an environment that is emotionally and physically safe, an environment that provides healthy opportunities for intense emotional expression, such as theatre arts and music, an environment that encourages students to sharpen their intellectual skills, an environment that introduces students to their rich intellectual and artistic human heritage, and an environment in which they are respected in all ways. It is the mission of this school to provide such environments in the classroom through exploring core curriculum through visual and performance arts mediums. We will strive to provide an educational program that is intellectually stimulating, emotionally compelling, aesthetically enriching and personally relevant with a strong emphasis on community building and responsible citizenship.

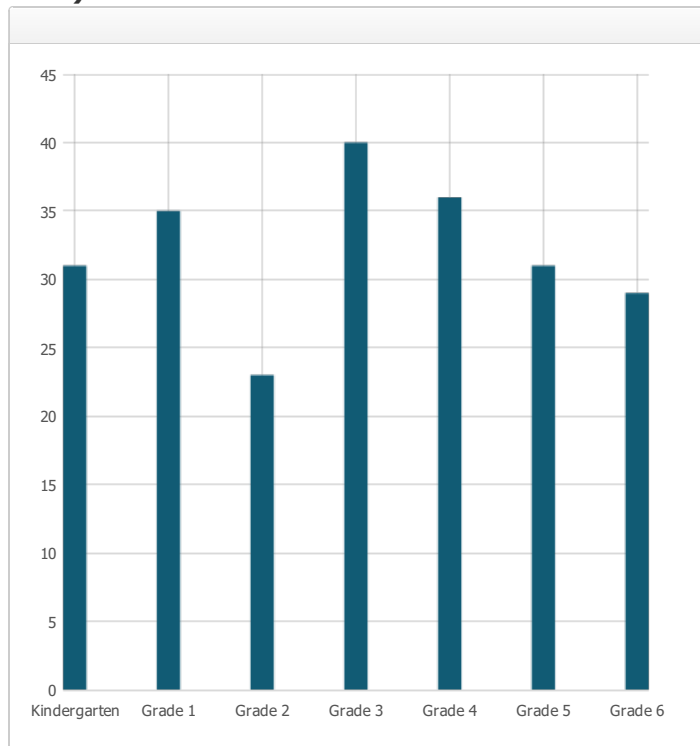
Extracurricular classes are taught by our staff and we provide clinics for students struggling in math and reading. Enrichment opportunities are also offered, such as yoga and drama.

The community at large is very involved in our school and we have a direct partnership with the Bank of Amador and Payless/IGA Market. These two local businesses support and participate in a "Night Out for Pioneer" event which raises funds for our school. Our local Lions Club, Masonic Lodge and the Upcountry Rotary Club provide and support special events at our site, including the "Books for Bikes" event.

Last updated: 1/8/2020

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

Grade Level	Number of Students
Kindergarten	31
Grade 1	35
Grade 2	23
Grade 3	40
Grade 4	36
Grade 5	31
Grade 6	29
Total Enrollment	225



Last updated: 1/8/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	0.40 %
Asian	0.90 %
Filipino	%
Hispanic or Latino	23.10 %
Native Hawaiian or Pacific Islander	%
White	64.90 %
Two or More Races	9.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.40 %
English Learners	1.30 %
Students with Disabilities	11.10 %
Foster Youth	0.40 %
Homeless	6.70 %

A. Conditions of Learning

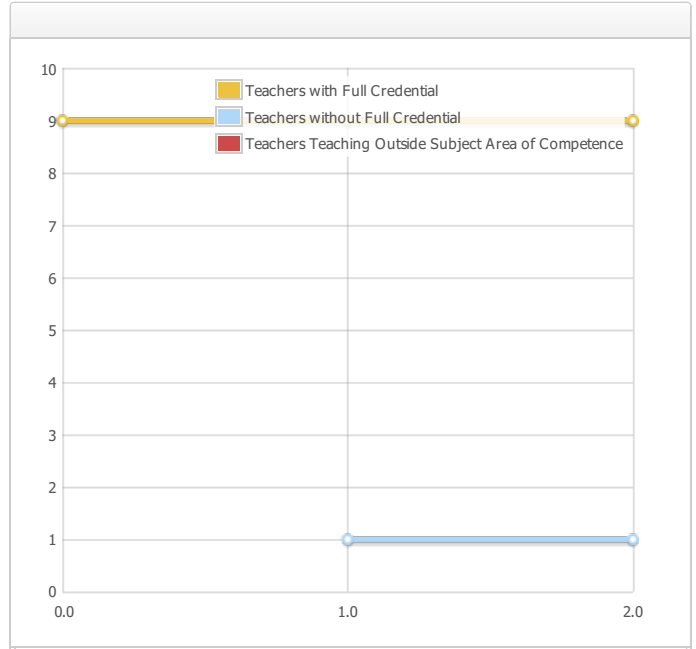
State Priority: Basic

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

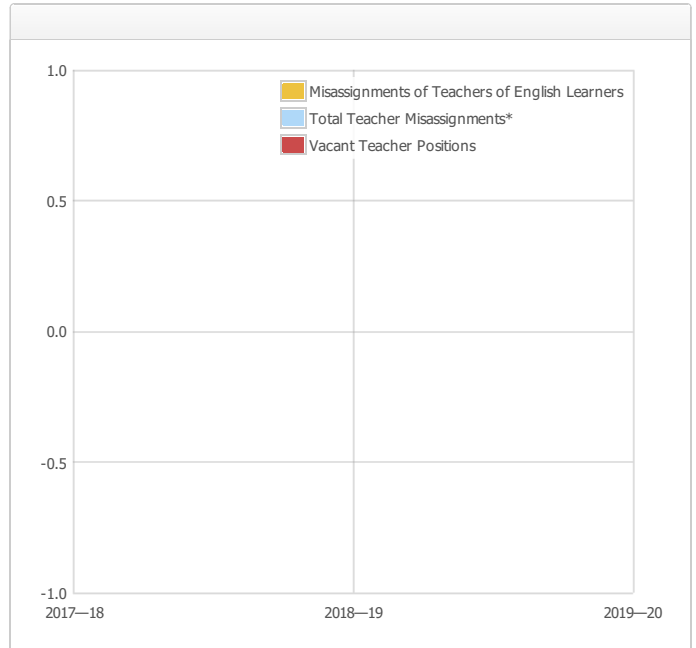
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	9	9	172
Without Full Credential		1	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)				2



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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: 1/15/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced: Benchmark Education	Yes	0.00 %
Mathematics	McGraw Hill: My Math	Yes	0.00 %
Science	cMillan/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

Pioneer Elementary School's buildings and 14 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
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)	27.0%	42.0%	45.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	29.0%	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	130	130	100.00%	0.00%	42.31%
Male	58	58	100.00%	0.00%	37.93%
Female	72	72	100.00%	0.00%	45.83%
Black or African American		0	0%	0%	0%
American Indian or Alaska Native	--	--	--	--	0%
Asian	--	--	--	--	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	24	24	100.00%	0.00%	41.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	92	92	100.00%	0.00%	43.48%
Two or More Races	11	11	100.00%	0.00%	18.18%
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	32.84%
English Learners	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	8.70%
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	130	130	100.00%	0.00%	29.23%
Male	58	58	100.00%	0.00%	27.59%
Female	72	72	100.00%	0.00%	30.56%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	24	24	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander					
White	92	92	100.00%	0.00%	33.70%
Two or More Races	11	11	100.00%	0.00%	9.09%
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	25.37%
English Learners					
Students with Disabilities	23	23	100.00%	0.00%	4.35%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
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: 1/8/2020

**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: 1/8/2020

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

Pioneer Elementary School's buildings and 14 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

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

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

Last updated: 1/8/2020

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	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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	85.10%	59.20%	37.00%

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)

Parent and community involvement at Pioneer Elementary School is highly valued by staff. Parents volunteer in their childrens' classrooms, in the library, the office and in many other ways.

Two parent groups provide continuous and valuable support to the school; the School Site Council and the parent/teacher organization, "PPTO". This parent led group is very active and facilitates several fundraisers throughout the year, such as movie nights, " Night Out For Pioneer, cookie dough sales and the Walk/JogaThon.

The fundraisers help support our P.E.Program, art lessons with Marchand Heimann, Drama productions, teacher training, and whole school assemblies. Our School Site Council meets once a month and makes important decisions about how we spend the State and federal funds we receive.

A third parent group was started in 2014-2015 to head up our annual trip to Science Camp. This group oversees fundraisers and activities that directly support the following year's Science Camp trip.

State Priority: Pupil Engagement

Last updated: 1/8/2020

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

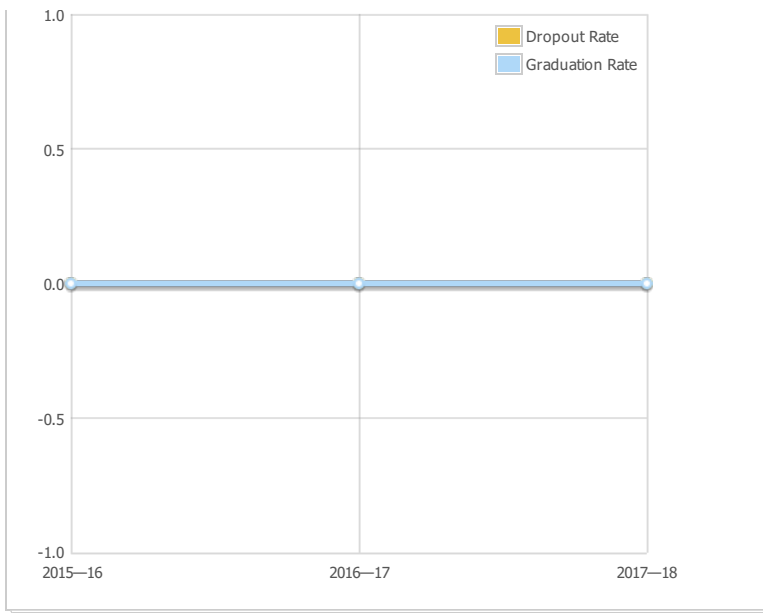
- High school dropout rates; and
- High school graduation rates

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	5.70%	4.80%	1.20%	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)

Pioneer Elementary School strives to maintain a safe, healthful and orderly school campus that encourages a positive attitude among our staff and students. A sixth grade leadership group has been formed that provides peer leadership and guidance for our younger students. Our School Safety Plan includes information and procedures for emergency situations and is reviewed annually. We conduct monthly fire drills, quarterly earthquake drills, and lock down drills twice a year. Any safety hazard is reported and reviewed immediately and steps are taken to correct the hazard. Time is scheduled at each staff meeting to discuss safety issues.

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	19.00	1	0	0
1	16.00	2	0	0
2	18.00	1	0	0
3	17.00	2	0	0
4	20.00	1	0	0
5	18.00	1	0	0
6	21.00	1	1	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	0.00	0	2	0
1	0.00	0	0	0
2	21.00	1	1	0
3	30.00	0	1	0
4	27.00	0	1	0
5	23.00	0	1	0
6	32.00	0	1	0
Other**	20.00	1	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	23.00	0	2	0
1	22.00	0	1	0
2	23.00	0	1	0
3	28.00	0	1	0
4	24.00	0	2	0
5	31.00	0	1	0
6	29.00	0	1	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)

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

* 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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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: 1/8/2020

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)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.20
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.50
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	\$5768.89	\$15.92	\$5752.97	\$69801.15
District	N/A	N/A	--	\$67511.00
Percent Difference – School Site and District	N/A	N/A	200.00%	8.50%
State	N/A	N/A	\$7506.64	\$64369.00
Percent Difference – School Site and State	N/A	N/A	-20.00%	-13.00%

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

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

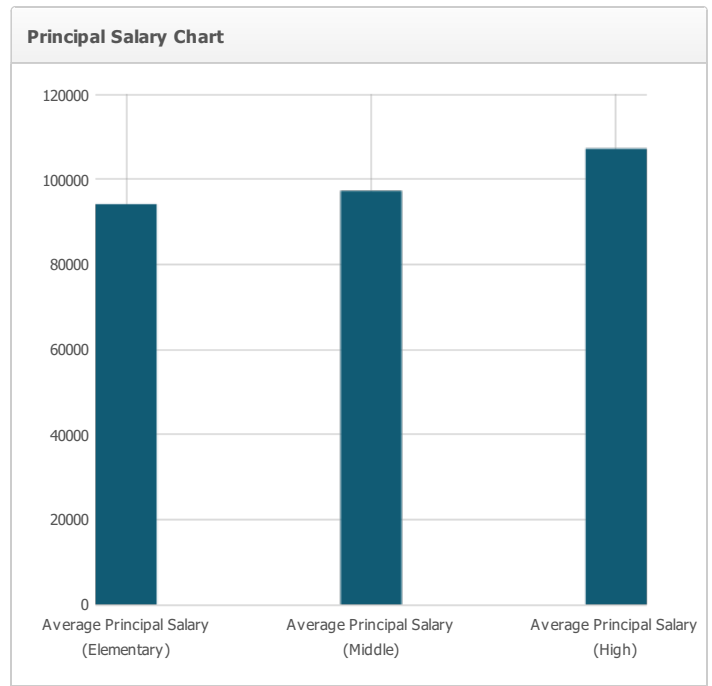
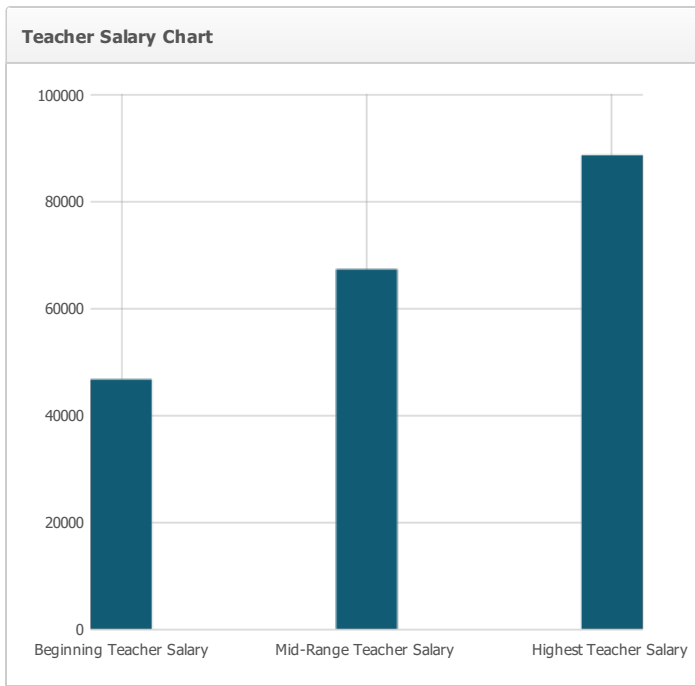
We have recently converted to a Visual and Performing Arts Magnet school. We offer a rich range of classes and integrate arts throughout the curriculum. We have after school tutoring for our at risk students, participate in Nature Bowl and other programs for both our gifted and at risk students. We are working with the district, through the LCAP process, to continue increasing our program and enriching our school environment for our students.

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: 1/16/2020

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	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: 1/8/2020

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