

American River Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	American River Charter School
Street	6620 Wentworth Springs Road
City, State, Zip	Georgetown, CA 95634
Phone Number	(530) 333-8340
Principal	David Gleason
Email Address	dagleason@bomusd.org
Website	https://arcs.bomusd.org/
County-District-School (CDS) Code	09-73783-0121566

Entity	Contact Information
District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	info@bomusd.org
Website	www.bomusd.org

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

School Mission Statement

American River Charter School provides a rigorous, challenging and adventurous education. Varied programs, which are responsive to student and family needs, will be interesting and complex. Satisfying, high quality student performance will be the result of powerful, consistent, teacher-collaborated instruction and diligent, persistent student effort. The atmosphere will be joyful, trusting and respectful. Students will become skillful, curious, lifelong learners; creative problem solvers; caring, involved community participants; and global citizens.

Educational Program and Philosophy

The American River Charter School (ARCS) is designed to educate students in grades TK-12 who need or desire an alternative learning model to traditional education. Our programs are based on a structure that meets the needs of our students, consistency of programs, and connections made between students, curriculum and the real world. ARCS includes two distinct programs.

The ARCS Site Program, provides TK-8 science, technology, engineering, arts and math (STEAM) focused instruction utilizing hands-on, multi-aged experiential learning in a site-based delivery model. In addition, we provide an arts-infused curriculum with integrated music and art projects resulting in performances and community displays of learning. We offer outdoor education in the forms of nature studies, camping trips and gardening projects.

The ARCS Home School Program provides an individualized TK-12 learning model that allows students to participate in instruction at home through parent and teacher-selected curriculum, online curriculum and parent-selected vendors. Those participating in the ARCS Home School Program may also participate at the Black Oak Mine USD junior or senior high school with offerings such as PE, art, music, A-G courses and math and science. ARCS students may also participate in extracurricular sports or clubs within Black Oak Mine USD.

Our goal is to offer educational options to provide viable, exciting and creative educational alternatives to students and their families throughout the Georgetown Divide.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	16
Grade 2	22
Grade 3	11
Grade 4	22
Grade 5	22
Grade 6	24
Grade 7	15
Grade 8	15
Grade 9	6
Grade 10	7
Grade 11	3
Grade 12	5
Total Enrollment	192

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0.5
Hispanic or Latino	7.3
White	90.6
Two or More Races	0.5
Socioeconomically Disadvantaged	47.9
Students with Disabilities	6.8
Foster Youth	1
Homeless	7.8

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	8	7	10.67	63.34
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: January 2020

This is the tenth year of our charter school, and we use many of the same adopted texts as Black Oak Mine Unified School District for grades TK-8. We currently use Math in Focus, which is on the state-adopted list. For our English language arts curriculum, we are using Benchmark Advance with supplemental reading texts by Triumph Learning.

An ARCS homeschool family works with a qualified, experienced, supervising teacher to select unique specific texts and workbooks that match with the parents teaching style and the student's learning style.

Our high school students have all the books for each class they take. They are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. We offer 4 online curricula for our high school students to access A-G approved classes as they prepare for college and the workplace. Our high school students can also take courses at the local community colleges, Golden Sierra High School and the CTE program.

Each classroom is equipped with a Newline 75" flat panel, FrontRow Juno Speaker, Ladibug DC170 Document Camera, and an E-Box motorized stand for the flat panel. In addition, each teacher is equipped with an HP Chromebox G2 and an HP Chromebook G5.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (TK-6) 2017 Common Core, Triumph Learning (5-8) 2014	Yes	0%
Mathematics	Math in Focus (K-6) 2014 Big Ideas Math, Houghton Mifflin (7-8) 2015	Yes	0%
Science	Prentice Hall* 2002	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Weekly; History Alive!, TCI (6-8) 2018; 2011 Social Studies Weekly; Scott Foresman (K-5) 2018; 2004	Yes	0%
Foreign Language	Online curriculum and local vendors (2019)	Yes	0%
Health	UC approved online a-g curriculum (2019) for high school	Yes	0%
Visual and Performing Arts	Art in Action (K-8) 2014--Online curriculum and local vendors (2019)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Labs are accomplished by UC approved online a-g curriculum (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

American River Charter School office and Site Program are located at 6620 Wentworth Springs Road in Georgetown. Our site program features seven classrooms plus a computer lab/library. Group activities may occur in our Eagle’s Nest, which also serves as our site lunchroom.

The Home School Program meets in various locations within our community as well as having a resource library/classroom on campus.

District custodial staff maintain a safe, clean learning environment. One daytime custodian responds to operational needs and one evening custodian cleans the school on a daily basis. District and grounds maintenance staff perform grounds duties and respond to repairs as needed.

ARCS has a beautiful playground with swings, slides and other play equipment. We also have a wonderful ball field and outdoor basketball court. These facilities are monitored by trained staff during our school day.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/12/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	new floors/paint ADA RR completed summer of 2019
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	51	57	38	44	50	50
Mathematics (grades 3-8 and 11)	38	33	30	28	38	39

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.

**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	123	122	99.19	0.81	57.38
Male	53	53	100.00	0.00	49.06
Female	70	69	98.57	1.43	63.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	111	110	99.10	0.90	52.73
Two or More Races					
Socioeconomically Disadvantaged	62	61	98.39	1.61	57.38
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	75.00

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.

**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	123	121	98.37	1.63	33.06
Male	53	53	100.00	0.00	37.74
Female	70	68	97.14	2.86	29.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	111	109	98.20	1.80	29.36
Two or More Races					
Socioeconomically Disadvantaged	62	60	96.77	3.23	30.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	43.75

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten 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.

Career Technical Education Programs (School Year 2018-19)

- American River Charter School students have access to career technical education (CTE) and vocational/ career educational classes at our district’s comprehensive Golden Sierra High School. In addition, our homeschool students may sign up for vocational classes at ARCS, including Intro to Computers; Food Science; Community Service; and Teacher’s Aide, working with their supervising teachers on the approved courses of study. All career or vocational classes are integrated with academic skills where students write about their projects or assignments to further develop their technical and academic writing skills. Our students also have the ability to attend local community colleges.
- Our high school students with IEPs work with the district’s workability specialist and their involvement and goals are included in their IEPs.
- Supervising teachers work with each student to help them prepare for the world of work. Students produce résumés and practice mock interviews to evaluate their demonstration of learning.
- CTE opportunities are offered through El Dorado County and Placer County. We have had students participate in classes as diverse as auto mechanics, veterinary assistant and cosmetology.

Career Technical Education 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	

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	8.85
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas 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	16.7	37.5	8.3
7	25	15	15
9	36.4	18.2	0

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. Data not available at this time.

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)

Parents in the American River Charter School are involved and are an important part of our overall program. Our charter school encourages parents to volunteer regularly to support their child's education. We have a parent-led fundraising group called Friends of American River Charter School, or FARCS. We also have a charter council with 50 percent parent and community representation.

Our current representatives are:

- Penny Howell, chairperson-Parent Representative
- Abbygail Creiglow, Parent Representative
- Adella Breaux, Community Member
- Elizabeth Haines, District Liaison
- Anne Thomas, Site Teacher
- Kati Jardine, IS Teacher
- Ray Berrett, Staff Representative
- Dustin Bunge, Student Representative
- David Gleason, Director of ARCS

Parent involvement is an integral part of ARCS. Parent involvement may be demonstrated in the following ways:

- Parents volunteer to work in the classroom or assist the teachers with projects at home throughout the school year
- Parents are active members of the school community, helping with festivals, fundraising and field trips
- Homeschool parents are teaching parents and take responsibility for educating their children under the guidance of a credentialed teacher

For more information on how to become involved at the school, please contact the current president of FARCS, Anna Hess, at (530) 863-3742. You may also contact your child's teacher, the school office, and David Gleason, the ARCS director, with ideas that will enhance American River Charter School.

State Priority: Pupil Engagement

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	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	--	9.2	9.4	3	9.7	9.1	9.6
Graduation Rate	--	--	--	84.7	84.9	92.9	83.8	82.7	83

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/>.

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	4.3	1.4	0.0	4.9	6.8	6.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.5	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is a top priority at American River Charter School. The American River Charter School developed its school safety plan with input from the district nurse, parents, staff members and the Black Oak Mine Unified School District. The plan is reviewed each fall and training is given for all staff in procedures for fire drills, lockdowns, evacuations, allergic reactions and medical emergencies. We have monthly fire drills. Other emergency drills such as lockdowns and shelter in place, are conducted multiple times throughout the school year.

Our ARCS Safe School action plan also includes our mission and goals for school culture, which include having a safe environment and involved parents. We also have a goal of ensuring a positive learning environment. We consistently utilize Positive Behavioral Interventions and Supports. Our suspension and expulsion policies follow the BOMUSD policies and are available in our school handbooks and website.

Teachers and staff provide before-school supervision on-site. Teachers and trained staff rotate yard and playground supervision throughout the school day.

The school safety plan was last approved by the BOMUSD January 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		15	1			17	1		
2					22		1		23		1	
3	27		1									
4					28		1		28		1	
5	27		1									
6					25		1		29		1	
Other**	24		1									

*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)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	5							2	9		
Mathematics	1	4							2	5		
Science	1	3							2	6		
Social Science	2	7							2	7		

*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.

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

Title	Ratio
Academic Counselors*	.0

*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.

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	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

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	8,434	447	7,987	57,901
District	N/A	N/A	7,972	61,785
Percent Difference - School Site and District	N/A	N/A	0.2	-6.5
State	N/A	N/A	7,125	63,590
Percent Difference - School Site and State	N/A	N/A	11.4	-9.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

As a charter school, we do not receive additional federal or state funds such as Title I or Gifted and Talented Education (GATE). This year, we will continue to work with BOMUSD on the Local Control Funding Formula. In addition, we have received Teacher Effectiveness Funds for ongoing professional development.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,805	\$43,574
Mid-Range Teacher Salary	\$56,905	\$63,243
Highest Teacher Salary	\$78,414	\$86,896
Average Principal Salary (Elementary)	\$110,009	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$131,934	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

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

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

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6-8	3	3