

Orchard Elementary

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.

Michelle Quilantang, Principal

 Principal, Orchard Elementary

About Our School

Contact

Orchard Elementary
921 Fox Ln.
San Jose, CA 95131-1602

Phone: 408-944-0388
Email: mquilantang@orchardsd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Orchard Elementary
Phone Number	(408) 944-0397
Superintendent	Wendy Gudalewicz
Email Address	wgudalewicz@orchardsd.org
Website	www.orchardsd.org

School Contact Information (School Year 2019—20)	
School Name	Orchard Elementary
Street	921 Fox Ln.
City, State, Zip	San Jose, Ca, 95131-1602
Phone Number	408-944-0388
Principal	Michelle Quilantang, Principal
Email Address	mquilantang@orchardsd.org
Website	www.orchardsd.org
County-District-School (CDS) Code	43696336048185

Last updated: 1/6/2020

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

The Orchard School District was founded in 1856 by the early pioneers of Santa Clara Valley and was one of the first schools in San Jose, California. The district has been in existence for over 150 years. The school was founded on the principle of being an independent school that was dedicated to serving the needs of the community. Nestled in the heart of Silicon Valley, the former fruit orchards and garden areas are replaced by business and commercial centers. Today, Orchard School District serves the needs of students in grades transitional kindergarten through eighth grade in a beautiful, modern, state-of-the-art facility that provides a center for both school and community gatherings.

The district has a before and after school program for school age children and a preschool program operated by the Community Child Care Council (4Cs). The district has on its campus three Santa Clara County special education classes for autistic students. The Board of Education has been committed to providing leadership and direction to foster an educational environment that places students first. The Board established a set of core beliefs that is currently guiding the district through continual improvement.

-We are absolutely committed to providing a distinguished learning environment that ensures excellence and achievement for all our students.

-We believe that our teachers and staff are our most valuable assets and resources.

-We are fiscally trustworthy and dedicated to responsible financial accountability.

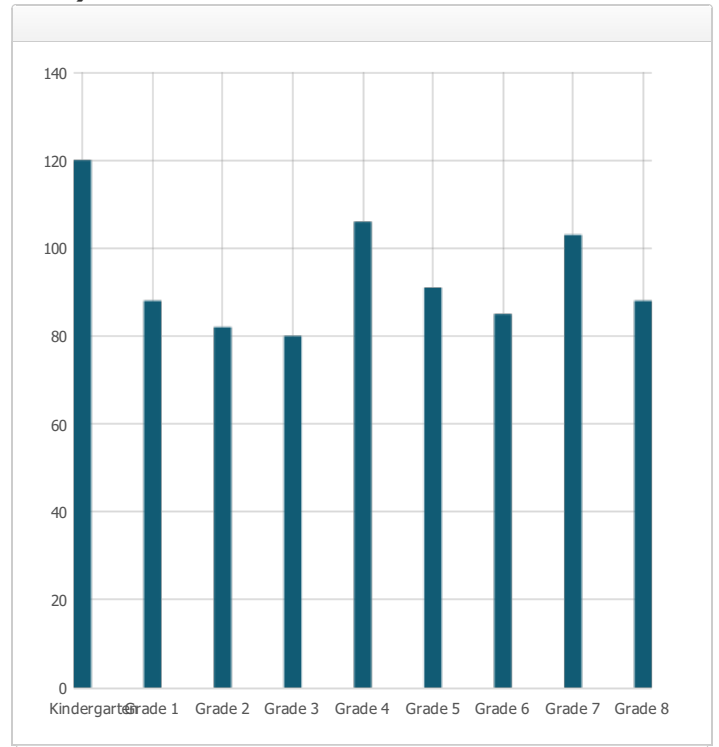
-We believe in and promote community involvement in Orchard School District activities.

-We operate openly with trust and integrity governing in a dignified professional manner, treating everyone with civility and respect.

Last updated: 1/6/2020

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	88
Grade 2	82
Grade 3	80
Grade 4	106
Grade 5	91
Grade 6	85
Grade 7	103
Grade 8	88
Total Enrollment	843



Last updated: 1/6/2020

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

Student Group	Percent of Total Enrollment
Black or African American	4.30 %
American Indian or Alaska Native	0.90 %
Asian	37.10 %
Filipino	7.80 %
Hispanic or Latino	35.90 %
Native Hawaiian or Pacific Islander	2.10 %
White	7.10 %
Two or More Races	3.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.00 %
English Learners	43.90 %
Students with Disabilities	5.70 %
Foster Youth	%
Homeless	0.90 %

A. Conditions of Learning

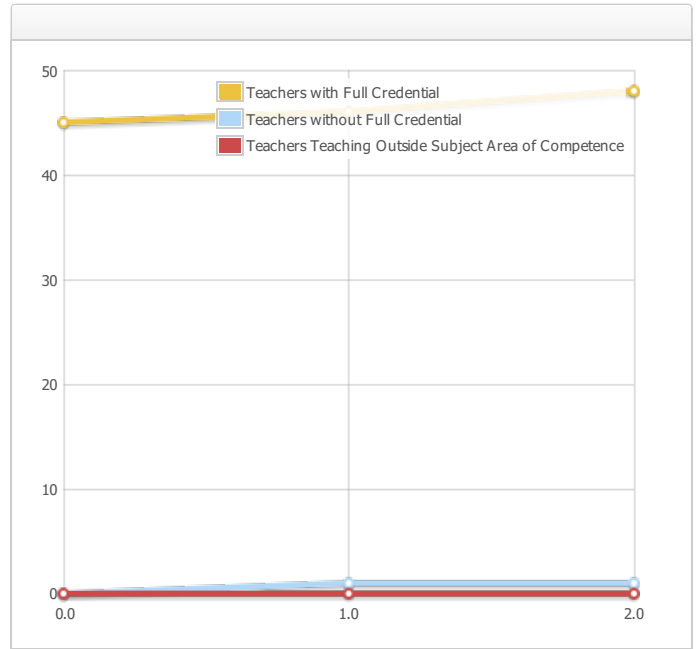
State Priority: Basic

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

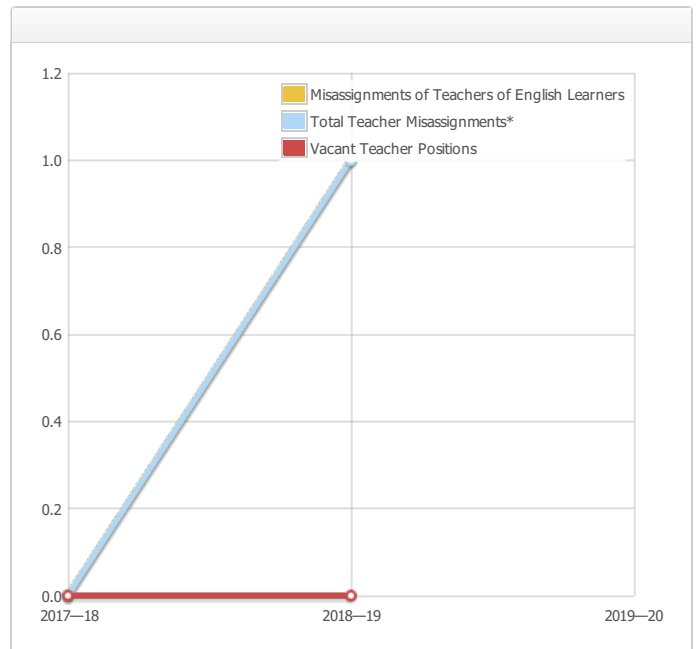
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	45	46	48	48
Without Full Credential	0	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	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: 1/6/2020

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading (TK-3) Expeditionary Learning (4 -8) Lucy Caulkins Writer's Workshop (TK-5)	Yes	0.00 %
Mathematics	Engage NY Mathematics (TK-8)	Yes	0.00 %
Science	Houghton Mifflin California Science (TK-5) Holt California Earth, Life, Physical Science (6-8)	Yes	0.00 %
History-Social Science	Pearson (TK-2) Teachers Curriculum Institute (3-8)	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: 1/6/2020

School Facility Conditions and Planned Improvements

The Orchard School District facility was determined to be in exemplary condition per the Facility Inspection Tool (FIT) assessment, which was conducted in January 2020. All areas evaluated were deemed to be in good repair with Orchard School District having completed repairs during Summer 2019.

Last updated: 1/9/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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: January 2020

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/6/2020

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)	55.0%	59.0%	55.0%	59.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	51.0%	50.0%	51.0%	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: 1/6/2020

**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	567	564	99.47%	0.53%	58.97%
Male	291	289	99.31%	0.69%	51.21%
Female	276	275	99.64%	0.36%	67.15%
Black or African American	28	27	96.43%	3.57%	66.67%
American Indian or Alaska Native	--	--	--	--	
Asian	209	208	99.52%	0.48%	70.67%
Filipino	47	47	100.00%	0.00%	74.47%
Hispanic or Latino	207	206	99.52%	0.48%	41.46%
Native Hawaiian or Pacific Islander	16	16	100.00%	0.00%	62.50%
White	32	32	100.00%	0.00%	59.38%
Two or More Races	21	21	100.00%	0.00%	66.67%
Socioeconomically Disadvantaged	303	302	99.67%	0.33%	48.17%
English Learners	296	296	100.00%	0.00%	49.66%
Students with Disabilities	40	40	100.00%	0.00%	38.46%
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: 1/9/2020

**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	567	561	98.94%	1.06%	51.07%
Male	291	288	98.97%	1.03%	48.61%
Female	276	273	98.91%	1.09%	53.68%
Black or African American	28	27	96.43%	3.57%	37.04%
American Indian or Alaska Native	--	--	--	--	
Asian	209	207	99.04%	0.96%	71.50%
Filipino	47	47	100.00%	0.00%	61.70%
Hispanic or Latino	207	206	99.52%	0.48%	26.34%
Native Hawaiian or Pacific Islander	16	16	100.00%	0.00%	56.25%
White	32	30	93.75%	6.25%	63.33%
Two or More Races	21	21	100.00%	0.00%	71.43%
Socioeconomically Disadvantaged	303	300	99.01%	0.99%	41.00%
English Learners	296	296	100.00%	0.00%	44.93%
Students with Disabilities	40	40	100.00%	0.00%	25.64%
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: 1/9/2020

**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: 1/6/2020

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

Orchard School District has one school, which has both an elementary and middle school. As a result of not having a secondary institution, Orchard School does not have a formal career technical education program. However, Orchard does have middle school elective courses that are geared towards the College and Career Readiness Standards, including Creative Engineering Design and OMG (Orchard Multimedia Group).

Last updated: 1/9/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/9/2020

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	--
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	26.00%	12.50%	9.40%
7	28.70%	24.10%	20.40%

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: 1/9/2020

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)

Orchard School is committed to providing a variety of activities and events to bring the community and parents together to promote involvement in the educational process. Involvement of parents and morale of students continues to soar. This is due to an active Parent-Teacher Association (PTA), as well as the school staff, whom welcomes and invites families to the school. As per parent engagement survey results, parents and students indicated that they feel welcomed and take pride in being a part of the Orchard School community. Throughout the school year, there are various activities to showcase student learning and talents, including Back-to-School Night, Open House, and various student talent shows. Parents are also invited to participate in school governance through School Site Council/English Learner Advisory Committee, PTA, and Principal's Coffee. Highlights of parent/community events include PTA Movie Nights, Dollar Dances, an Annual Halloween Carnival, and Family Literacy Night.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

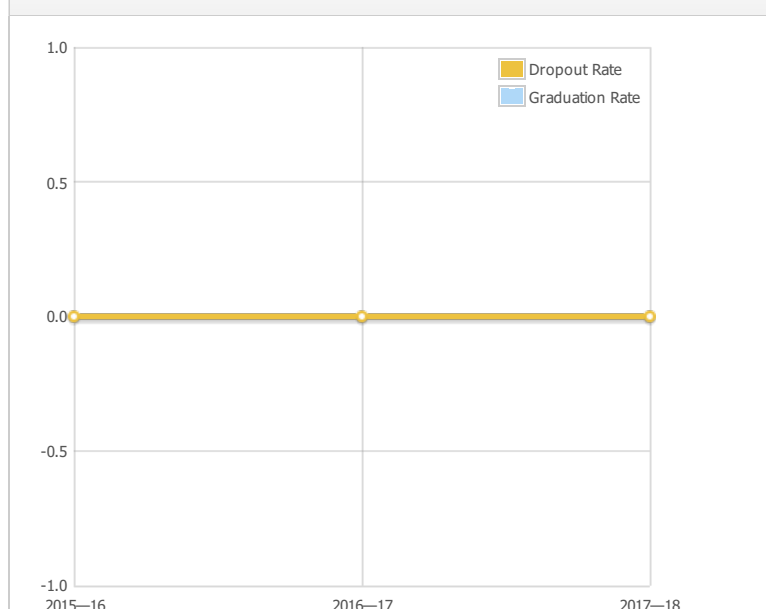
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	--	--	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%	0.00%	0.00%	9.10%	9.60%
Graduation Rate	--	--	--	--	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: 1/9/2020

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	2.90%	1.80%	2.50%	2.90%	1.80%	2.50%	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: 1/6/2020

School Safety Plan (School Year 2019—20)

Orchard School has established school safety practices, which are listed as part of the Comprehensive School Safety Plan. These practices are implemented through monthly drills as conducted by school staff. Annually, students and staff are trained in following proper procedures and behaviors during various emergencies, including but not limited to earthquake, fire, and lockdown alerts. The lockdown process has been facilitated by the San Jose Police Department. Parent, staff, and community input, as well as input from local government agencies, has been incorporated into the Comprehensive School Safety Plan. The Comprehensive School Safety Plan is reviewed annually by the School Site Council, as well as the school board. The Board of Education reviews and approves the procedures listed in the Comprehensive School Safety Plan.

Last updated: 1/6/2020

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	18.00	4	3	
1	21.00		3	
2	21.00	3	2	
3	22.00		5	
4	23.00	1	3	
5	22.00	1	4	
6	18.00	17	5	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		5	
1	22.00	1	3	
2	21.00	1	3	
3	24.00		4	
4	25.00		4	
5	23.00	1	3	
6	26.00	6	11	4
Other**	9.00	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 (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	21.00	1	5	
1	22.00		4	
2	22.00	1	2	
3	23.00		3	
4	23.00		4	
5	21.00	1	4	
6	23.00	4	15	
Other**	23.00		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) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	7	5	
Mathematics	9.00	2		
Science	22.00	4	5	
Social Science	22.00	3	6	

* 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	17.00	8	5	
Mathematics	18.00	7	3	
Science	23.00	3	5	
Social Science	20.00	6	2	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	4	6	
Mathematics	22.00	4	5	
Science	24.00	1	7	
Social Science	24.00	2	6	

* 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: 1/9/2020

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

Title	Ratio**
Counselors*	843.00

*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: 1/6/2020

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)	1.00
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00

*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.

Last updated: 1/6/2020

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	--	--	--	--
District	N/A	N/A	--	\$78906.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2018—19)

Orchard School receives state and federal funding to equalize opportunities for at-risk students. Title I, low achieving students, receive assistance from a reading specialist. Furthermore, additional support may be available through several before or after school intervention programs in either Language Arts or Mathematics. These programs are run by a classroom teacher with the intent of supporting students who are working below grade level. Many teachers conduct after school tutorial sessions for students to help them acquire core content. Each summer, a summer school program for at-risk learners is operated to reinforce basic skills. Limited English proficient students receive support from primary language assistance in Vietnamese and Spanish when available, in addition to their Designated English Language Development (ELD) class. This is per Title III.

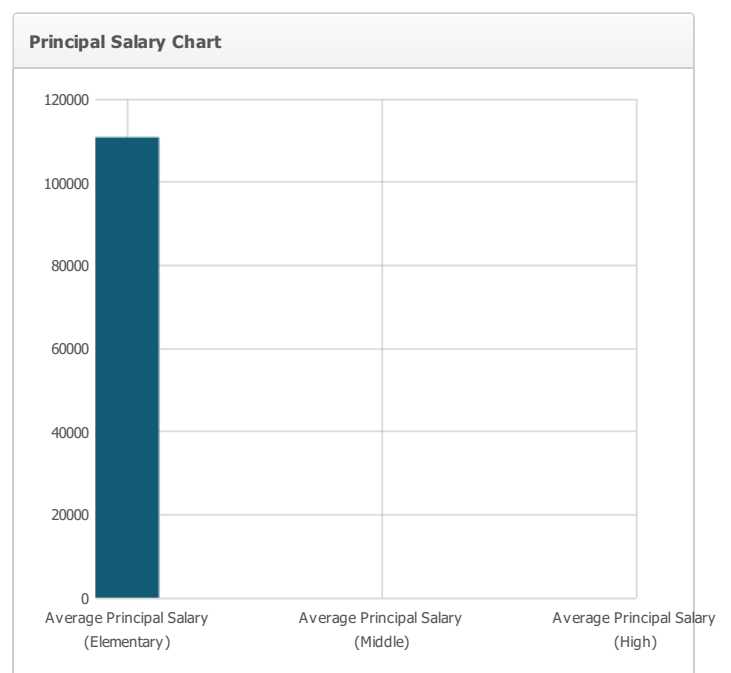
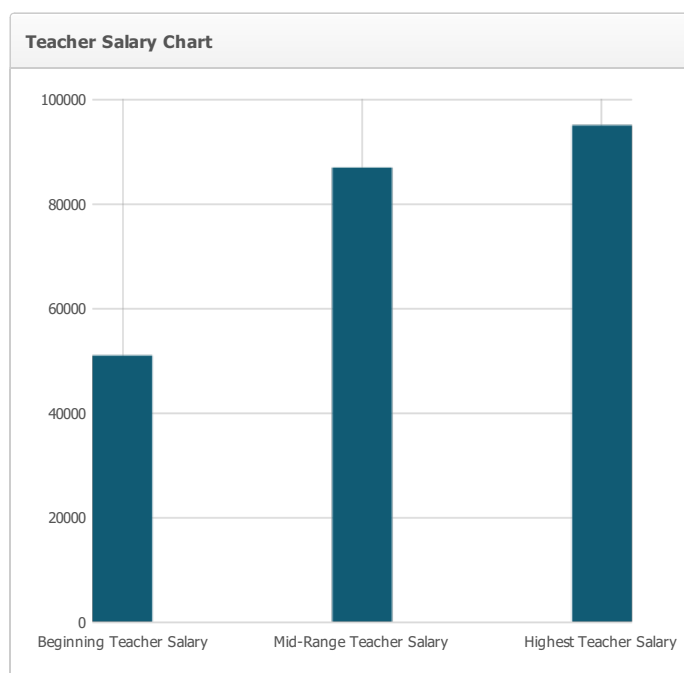
In addition, the district has developed an extensive range of opportunities for special education students on the district campus. From a district operated pre-school program to county autism classes, the campus accepts and mainstreams special needs students in a safe, protected environment. The program continues to grow and service more students.

Last updated: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,925	\$45,252
Mid-Range Teacher Salary	\$86,874	\$65,210
Highest Teacher Salary	\$94,990	\$84,472
Average Principal Salary (Elementary)	\$110,762	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$155,000	\$124,686
Percent of Budget for Teacher Salaries	40.00%	31.00%
Percent of Budget for Administrative Salaries	6.00%	7.00%

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



Last updated: 1/9/2020

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: 1/6/2020

Professional Development

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

Last updated: 1/9/2020