Prepa Tec Los Angeles High

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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.

Mr. Victor Aguirre, Head of Schools

📍 Principal, Prepa Tec Los Angeles High

About Our School

At Prepa Tec Los Angeles High School (PTLAHS) we have a tradition of excellence and adhere to the philosophy and approaches of the International Baccalaureate Programme. We believe that all students can learn and meet the challenges of high rigor in the classroom; and each student deserves to graduate from high school prepared to meet the demands of post-secondary education or career pathway of their choice. At PTLAHS we pride ourselves in always exploring new ways to meet the needs of all students. We are committed to meeting with parents, students, and as a staff throughout the year to identify specific goals in the areas of student achievement, school climate, and parent communication and involvement. Partnering with parent s enables PTLAHS to create a positive and productive learning community, ensuring we keep our students the primary focus of our work.

Contact

Prepa Tec Los Angeles High
4210 East Gage St.
Bell, CA 90201-1213

Phone: 323-800-2743
Email: x.reyes@altaps.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Prepa Tec Los Angeles High
Phone Number	(323) 800-2741
Superintendent	Jamie Valenzuela-Mumau
Email Address	j.valenzuela@altaps.org
Website	www.prepatechighschool.org

School Contact Information (School Year 2019—20)	
School Name	Prepa Tec Los Angeles High
Street	4210 East Gage St.
City, State, Zip	Bell, Ca, 90201-1213
Phone Number	323-800-2743
Principal	Mr. Victor Aguirre, Head of Schools
Email Address	x.reyes@altaps.org
Website	http://altapublicschools.org/prepatechighschool/
County-District-School (CDS) Code	19769920133900

Last updated: 1/21/2020

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

PTLAHS' vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun.

PTLAHS' mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

Prepa Tec Los Angeles is a vibrant and diverse community whose purpose is to promote personal and intellectual growth. We provide challenging, engaging programs in a nurturing learning environment, devoting care and attention to every student. Embracing high standards of character, commitment, and achievement, Prepa Tec Los Angeles encourages students to think critically and creatively and to act ethically.

We believe that our curriculum should help students develop intellectual abilities and interests, social awareness, personal competencies, and a code of ethics. Hence, student s explore courses in a variety of areas. The sequence of course requirements provides a balance between gaining a solid know ledge and learning foundation, exploring a wide range of inter-connected subjects, and obtaining needed skills for success in high school, college, and careers.

The curriculum is designed to provide students with a wide range of opportunities and experiences, expanding their neurological capacity for life. Beginning in the Middle School, we emphasize deeper understanding and connections, as well as learning how to learn. As students begin to take more responsibility for their own learning, the faculty members remain supportive and nurture personal growth. Teachers work to build explicit links between subjects, with a theme-based approach, in order to deepen students' understanding of the world in which they live and to enable students to ask higher-level thinking questions. Our hope is to engender student s' sense of wonder and possibility and develop a belief in every student that they are a powerful learner. Prepa Tec Los Angeles provides experiences that allow students to grow morally as well. We believe that we should prepare our students to be confident, independent, and responsible citizens. It is also our aim to help student s learn to lead their day-to-day lives wit h compassion and kindness and to serve the needs of ot hers. Finally, it is the fervent hope of Prepa Tec Los Angeles that students will have gained not only a personal vision, but also will take joy in the discovery and fulfillment of that vision. We work to endow them with the moral fiber to work through difficulty toward a true understanding of the way in which individual goals can harmonize with the greater good of the world. Prepa Tec Los Angeles's programs are committed to this development.

Last updated: 1/21/2020

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

Grade Level	Number of Students
Grade 9	82
Grade 10	109
Grade 11	97
Total Enrollment	288
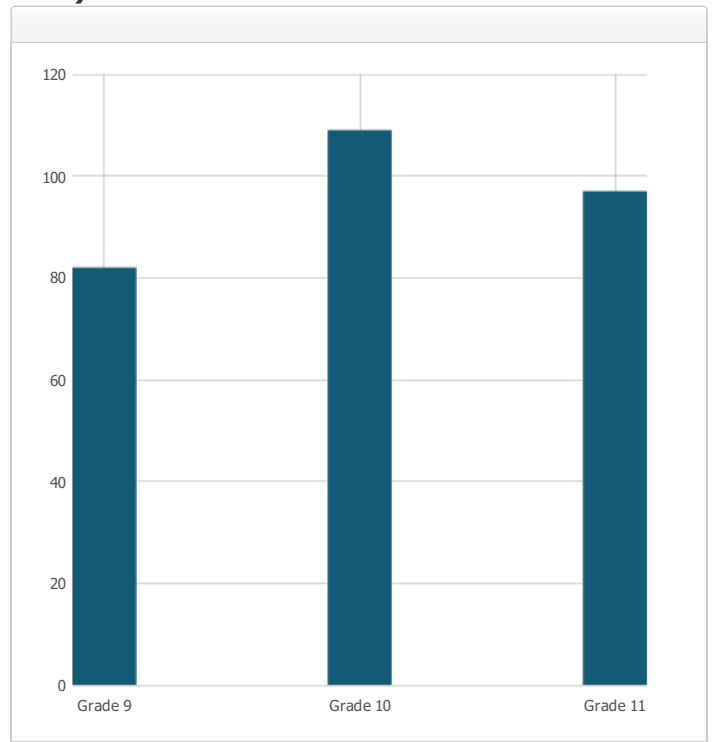
Last updated: 1/21/2020

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

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	98.30 %
Native Hawaiian or Pacific Islander	%
White	0.70 %
Two or More Races	%

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.20 %
English Learners	27.40 %
Students with Disabilities	11.10 %
Foster Youth	0.70 %
Homeless	0.30 %

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	14	17	23	23
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
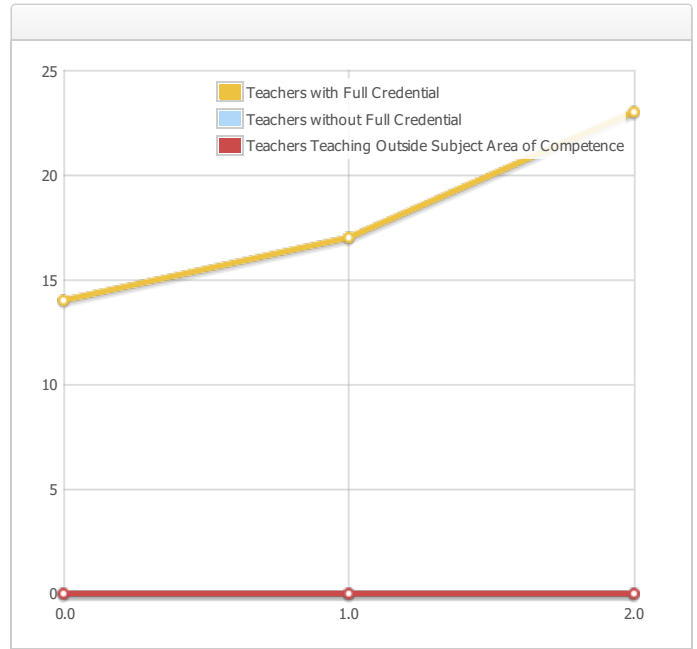
Last updated: 1/23/2020

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	1
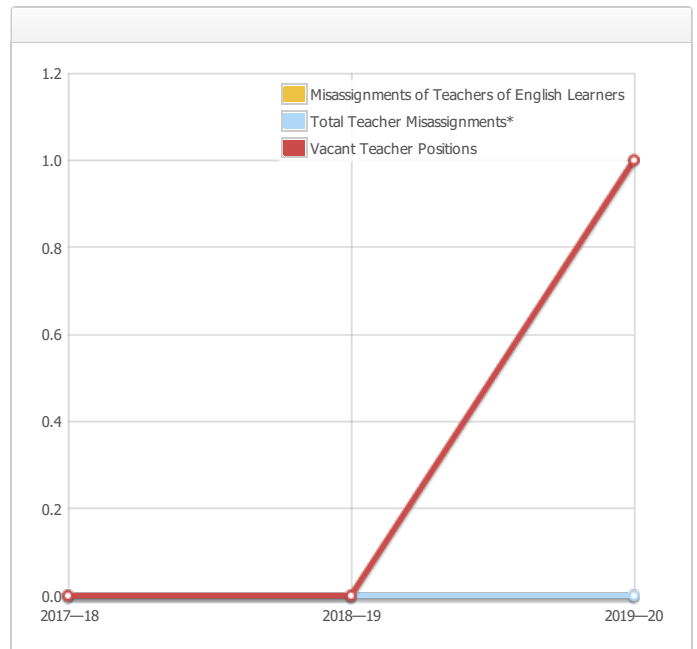
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: California My Perspectives, Pearson Education, Inc. English 10: California My Perspectives, Pearson Education, Inc. English 11: My Perspectives American Literature, Pearson Education, Inc. AP-Lang: Writing America, Pearson Education, Inc. AP- Lang: Exam Test Prep, Pearson Education, Inc. Their Eyes Were Watching God, HarperCollins 1984, Signet Classics Fist Stick Knife Gun, Beacon Press Kite Runner, Riverhead Books Things Fall Apart, Penguin Book I Know Why the Caged Bird Sings, Ballantine Books Animal Farm, Signet Classics Of Mice and Men, Penguin Book Hamlet, Spark Publishing A Doll's House, Dover Publications The Odyssey, Dover Publications Life of Pi, Mariner Books The Stranger, Vintage Books The Lottery, New York Hill	Yes	0.00 %
Mathematics	Algebra 1: Student Companion Algebra 1 Common Core, Pearson Algebra 1: Practice and Problem Solving Workbook Algebra 1: Common Core, Pearson Algebra 1: Algebra 1, Pearson Geometry: Geometry, Pearson Geometry: Complete daily support workbook, Pearson Pre-Calculus: A graphical approach to Pre Calculus with Limits, Pearson Algebra 2: Algebra 2, Pearson IB DP Mathematics: Kognity Online Textbook	Yes	0.00 %
Science	Chemistry: Chemistry, Pearson Biology: Biology, Pearson Physics: Physics, Edgenuity IB DP Biology: Kognity Online Textbook IB DP Environmental Systems and Societies: Kognity Online Textbook	Yes	0.00 %
History-Social Science	World History: The Modern Era, Pearson	Yes	0.00 %

Geography: Contemporary Human Geography, Pearson

US History: California United States History: The Twentieth Century, Pearson

Government/Economics: Houghton Mifflin Harcourt

IB DP History: Kognity Online Textbook/Interface

IB DP Theory of Knowledge: Kognity Online Textbook

World Religions: Kognity online

Foreign Language	Spanish: El Español Para Nosotros, McGraw Hill Spanish: Abriendo Paso, Pearson Spanish: Así Se Dice, McGraw Hill Spanish: Así Se Dice W orkbooks, McGraw Hill	Yes	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: 1/27/2020

School Facility Conditions and Planned Improvements

Prepa Tec High School's Safety Plan is in place and is current. School facility inspections happen regularly and report logs show that the school is clean on a daily basis. Barring minor everyday needs for repair/replacement, the facilities are all in working order.

New construction on an expansion of the existing property to provide more classrooms for instructional services are planned to be completed by the start of 2021-22 school year.

Last updated: 2/1/2020

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	Good

Last updated: 2/1/2020

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)		24.47%			50%	50%
Mathematics (grades 3-8 and 11)		3.26%			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.

Last updated: 2/1/2020

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	96	96	100.00%	0.00%	24.47%
Male	54	54	100.00%	0.00%	16.98%
Female	42	42	100.00%	0.00%	34.15%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	94	94	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	88	88	100.00%	0.00%	22.09%
English Learners	32	32	100.00%	0.00%	3.23%
Students with Disabilities	12	12	100.00%	0.00%	0.00%
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: 2/1/2020

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	96	94	97.92%	2.08%	3.26%
Male	54	53	98.15%	1.85%	3.92%
Female	42	41	97.62%	2.38%	2.44%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	94	92	97.87%	2.13%	3.33%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	88	86	97.73%	2.27%	2.38%
English Learners	32	30	93.75%	6.25%	0.00%
Students with Disabilities	12	11	91.67%	8.33%	0.00%
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: 2/1/2020

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: 2/1/2020

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	100.00%
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
9	18.40%	25.00%	18.40%

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: 2/1/2020

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)

·   Personal telephone calls

·   Power School parent access to student achievement/progress

·   Parent Square telephone/Text/email communications tool

·   Parent workshops

·   Robo-calls

·   Coffee with the Principal

·   Student Led Parent Conference each semester

·   Parent-Teacher-Student Conference

·   School Site Council (SSC) and English Learner Advisory Council (ELAC)

·   Informational bulletins

·   Parent Learning Walks - observing instruct ion and student learning in action

·   Chaperone Field trips and student events and dances

·   town hall meetings,

·   ManageBac IB student information system

·   grade level parent nights

·   coffee with superintendent

State Priority: Pupil Engagement
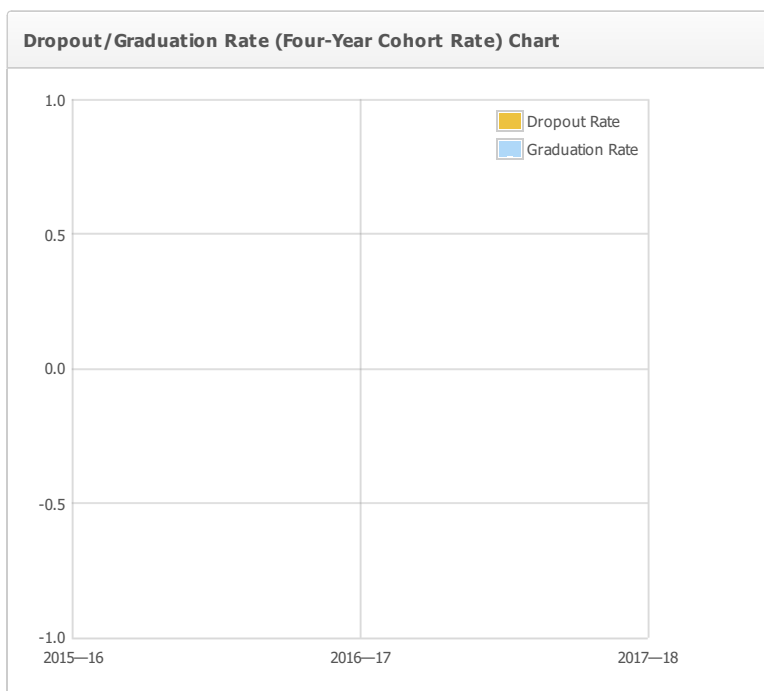
Last updated: 2/1/2020

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	--	--	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	--	--	--	--	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: 2/1/2020

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	1.60%	6.50%	1.50%	1.60%	6.50%	1.50%	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: 2/1/2020

School Safety Plan (School Year 2019—20)

Prepa Tec High School is committed to maintaining a safe and secure campus for all of its pupils and staff. The School Safety Plan covers Prepa Tec HighSchool's policies and expectations regarding the practices for the school in maintaining the security of the physical campus, responding appropriately toemergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. All schoolemployees receive year long training opportunities in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Planannually. The school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. Emergency drills and procedures are reviewed and practiced monthly with the students and staff.

Procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non- school hours, are as follows:

- Designating individuals to lock the school building and/or grounds when not in use

- Training school staff members to maintain the security of the building w hen w orkingduring non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)

- Requiring that visitors sign in at the main office

- Establishing a culture in w hich any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the local streets, and to prevent students from crossing traffic unnecessarily.

Last updated: 2/1/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	3	2	
Mathematics	4.00	1		
Science	22.00	3	2	
Social Science	22.00	3	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	20.00	7	5	
Mathematics	23.00	4	6	
Science	23.00	4	6	
Social Science	22.00	3	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.

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	25.00	2	10	
Mathematics	28.00	2		2
Science	23.00	4	9	
Social Science	25.00	3	9	

* 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: 2/1/2020

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

Title	Ratio**
Counselors*	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.
**Average Number of Pupils per Counselor

Last updated: 2/1/2020

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	
Social Worker	
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.

Last updated: 2/1/2020

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	$18470.00	--	$18470.00	$36895.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$80680.00
Percent Difference – School Site and State	N/A	N/A	40.64%	45.73%

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

Last updated: 2/1/2020

Types of Services Funded (Fiscal Year 2018—19)

PT LAHS receives Title I, II, and III funds in addition to Special Ed and general funds.

Types fo Services Funded are as follows:

International Baccalaureate Program training and implementation

Individual with Disabilities Education (IDEA)

Student Success Team (SST)

Professional Development for teachers, support staff and administrators

Technology implementation (1 to 1) laptops for students

Positive Behaviors Interventions and Supports (PBIS) training and implementation

Saturday School for student instructional support and intervention

College and Career Fairs

Summer School support and interventions

Credit Recovery

Last updated: 2/1/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	--
Mid-Range Teacher Salary	$70,141	--
Highest Teacher Salary	$87,085	--
Average Principal Salary (Elementary)	$117,494	--
Average Principal Salary (Middle)	$132,291	--
Average Principal Salary (High)	$135,145	--
Superintendent Salary	$350,000	--
Percent of Budget for Teacher Salaries	30.00%	--
Percent of Budget for Administrative Salaries	5.00%	--

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

Teacher Salary Chart

Principal Salary Chart
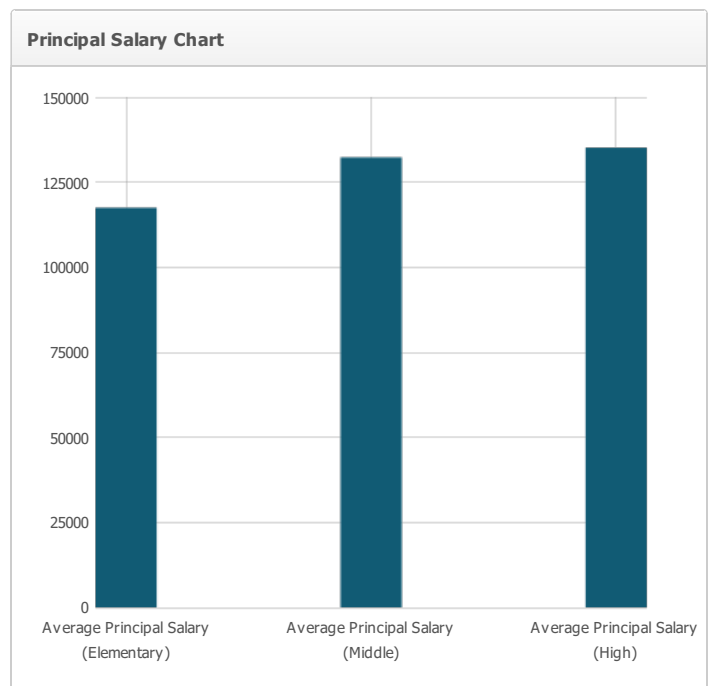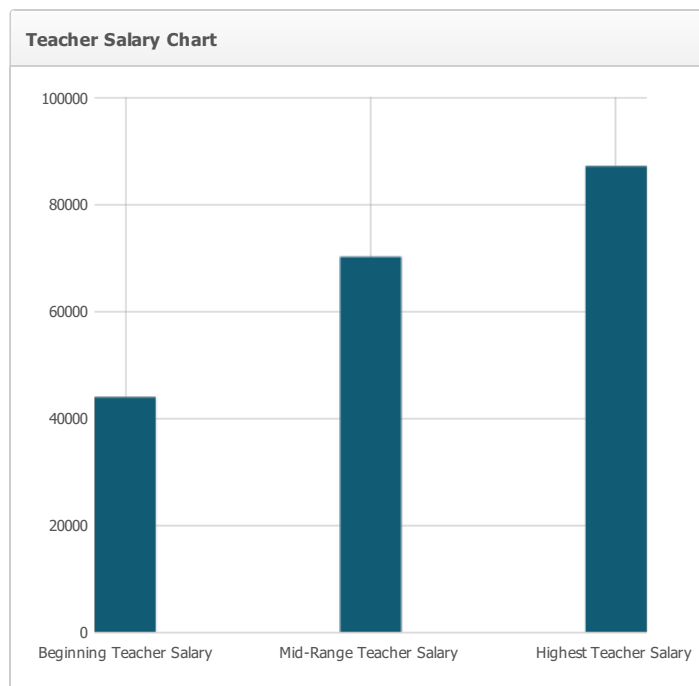
Last updated: 2/1/2020

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	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	20.50%

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

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

Last updated: 2/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	16	16