Summit Leadership Academy-High Desert

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.

Victor Allende, Executive Director

Principal, Summit Leadership Academy-High Desert

About Our School

On behalf of the entire faculty and staff of Summit Leadership Academy, it is with great pride and enthusiasm that I extend this greeting. I would like to begin by personally extending my gratitude to all Summit Leadership Academy families for allowing us to take part in the lives of their children. We consider it a privilege and an honor to be given the opportunity to have a positive impact on the lives of all our students.

Contact

Summit Leadership Academy-High Desert
12850 Muscatel St.
Hesperia, CA 92345-5566

Phone: 760-949-9202
Email: info@slahd.com

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
Email Address	david.olney@hesperiausd.org
Website	www.hesperiausd.org

School Contact Information (School Year 2019—20)	
School Name	Summit Leadership Academy-High Desert
Street	12850 Muscatel St.
City, State, Zip	Hesperia, Ca, 92345-5566
Phone Number	760-949-9202
Principal	Victor Allende, Executive Director
Email Address	info@slahd.com
Website	www.slahd.com
County-District-School (CDS) Code	36750440107516

Last updated: 2/13/2020

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

Summit Leadership Academy- High Desert is an independent charter school in Hesperia serving local students in grades 7-12. Cadets focus on skills for entry into military, firefighting and law enforcement careers and attend focused "academy" classes in addition to core subjects.
Junior High Cadets attend Eagle/Leadership classes as their elective. This course allows them to learn the "Summit Way" of integrity, ethics and self-pride while researching and exploring the three academies. Cadets in grades 9-12 are enrolled in the academy class of their choice, working through introductory, intermediate and advanced courses, including college-credit courses for those in Advanced Firefighting.
At least ten percent of each senior class is enlisted by graduation and receive special recognition at the graduation ceremony. In addition, SLAHD prepares students for four-year university or junior college entrance with entrance exam support and preparation, including the K-16 Bridge program at Victor Valley College.

Summit Leadership Academy – High Desert is a public charter high school serving students in 7th - 12th grade. Current offerings include tuition free education with courses specializing in public service careers including military service, law enforcement, and firefighting. With small classroom sizes boasting an average of 25 students per class, students receive personalized instruction.

Summit Leadership Academy – High Desert offers a leadership program to all students that equips them with the skills necessary to operate in a leadership role successfully and with integrity. Community service, rigorous academics, strong values, and physical health make up the core components of Summit Leadership Academy's heart, mind, body, and soul philosophy.

Vision
Summit Leadership Academy – High Desert strives to develop self-motivated lifelong learners who have mastered the skills, knowledge, and expertise necessary to succeed not only in an academic environment, but to transition and become a successful, globally aware, citizen able to compete and thrive in an ever-changing world.
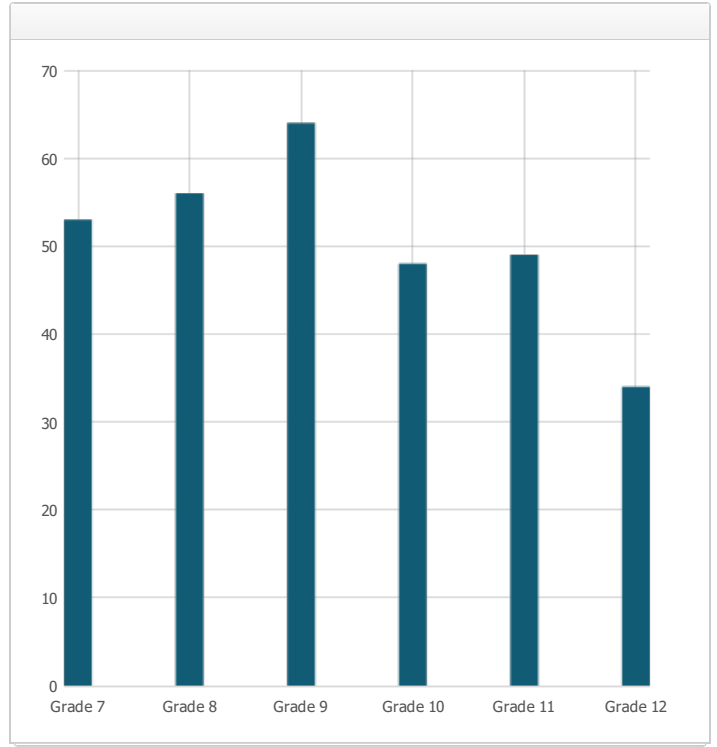
Mission
Summit Leadership Academy provides rigorous academics and public service education which develop students to become future leaders.

Last updated: 2/13/2020

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

Grade Level	Number of Students
Grade 7	53
Grade 8	56
Grade 9	64
Grade 10	48
Grade 11	49
Grade 12	34
Total Enrollment	304

Last updated: 2/13/2020

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

Student Group	Percent of Total Enrollment
Black or African American	10.90 %
American Indian or Alaska Native	1.00 %
Asian	0.30 %
Filipino	%
Hispanic or Latino	70.40 %
Native Hawaiian or Pacific Islander	0.30 %
White	12.50 %
Two or More Races	2.30 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.60 %
English Learners	15.80 %
Students with Disabilities	11.20 %
Foster Youth	1.00 %
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	7	6	15	15
Without Full Credential	5	13	5	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3
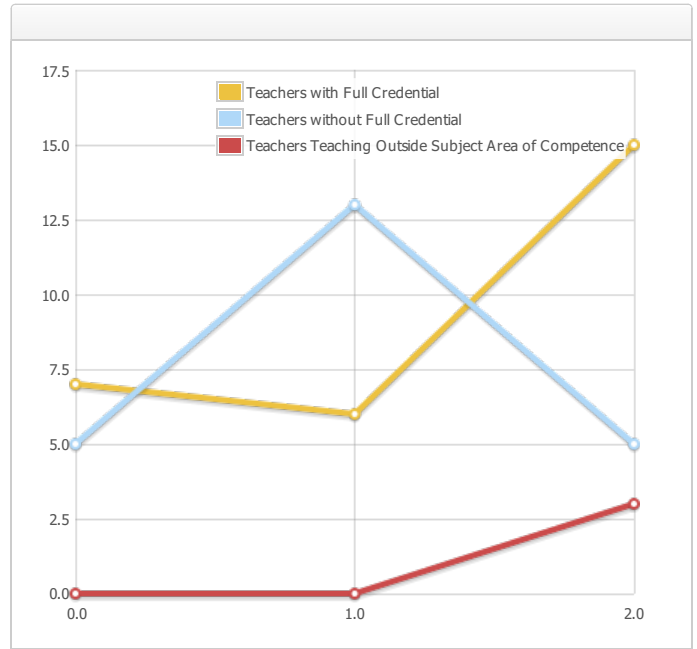
Last updated: 2/13/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	0	1
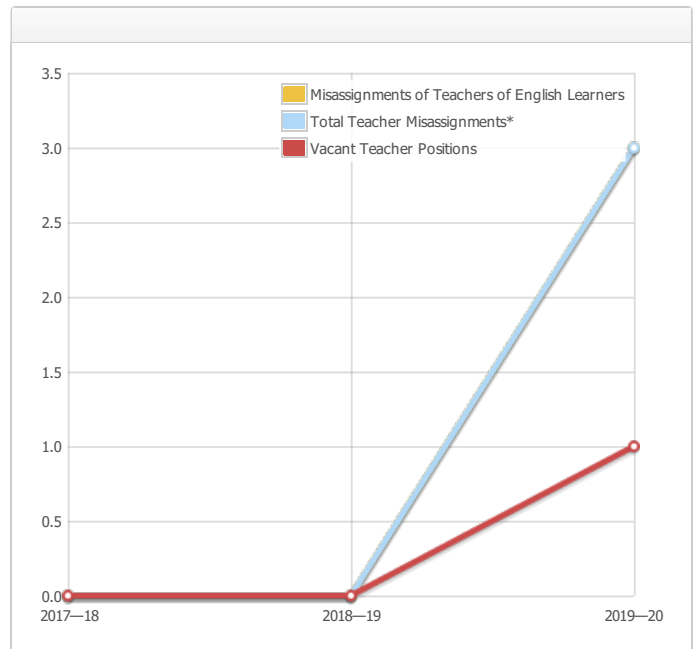
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/13/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Online curriculum. Online articles as needed from reputable sources. Novels, plays, etc. including "Anne Frank," "Death of a Salesman," "Night," "The Scarlet Letter."	Yes	0.00 %
Mathematics	Edmentum online mathematics curriculum, Mathspace Online Curriculum	Yes	0.00 %
Science	Grades 9-12: Edmentum Online Curriculum and Pearson essentials of human anatomy and physiology text books and worksheets Holt Biology text book and worksheets and university scientific journals for anatomy and biology topics for analysis and discussing topics in current studies. Grades 7 & 8: Edmentum Online Curriculum and Pearson Online Curriculum	Yes	0.00 %
History-Social Science	Edmentum Online Curriculum	Yes	0.00 %
Foreign Language	Duolingo Online Curriculum and Pearson textbooks.	Yes	0.00 %
Health	Edmentum Online Curriculum. Health resources and materials from local health departments, CDE w ebsite, and other online and reputable resources.	Yes	0.00 %
Visual and Performing Arts	Art Institute resources and teacher created curriculum.	Yes	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: 2/13/2020

School Facility Conditions and Planned Improvements

For Desiree

All mechanical systems are in proper working order. Interior surfaces are in good repair with normal wear and tear. School is cleaned regularly; however there are some signs of pests due to remote location. Restroom fixtures are in working order with some repairs needed. Structures meet fire safety standard and hazardous materials are stored according to OSHA standard. Four ramps require repair which is scheduled for Summer 2019. School grounds are maintained by the district. The front fence has rust throughout and is scheduled for paint in Summer 2019.

Last updated: 2/13/2020

School Facility Good Repair Status

For Desiree

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repair needed.
Interior: Interior Surfaces	Fair	Four classrooms require new carpet, wall covering, and ceiling tiles. Renovation scheduled for Summer 2019.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Some sign of pest/vermin which is managed and addressed immediately by pest control vendor.
Electrical: Electrical	Good	No repair needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One fountain is scheduled for repair.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed.
Structural: Structural Damage, Roofs	Fair	Four classrooms require ramp repair. Exterior paint needed on all buildings. All repairs scheduled for Summer 2019.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Some weeds in low traffic areas. Dirt and concrete throughout campus with minimal vegetation. Landlord will increase grounds maintenance on campus to combat overgrowth of weeds. Front fence and gate have rust throughout; repair scheduled for Summer 2019.

Overall Facility Rate

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

Overall Rating	Fair

Last updated: 2/13/2020

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)	0.0%	0.0%	34.0%	36.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	5.0%	0.0%	22.0%	24.0%	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: 2/13/2020

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	168	0	0.00%	100.00%	0.00%
Male	113	0	0.00%	100.00%	0.00%
Female	55	0	0.00%	100.00%	0.00%
Black or African American	18	0	0.00%	100.00%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	124	0	0.00%	100.00%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	0	0.00%	100.00%	0.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	146	0	0.00%	100.00%	0.00%
English Learners	40	0	0.00%	100.00%	0.00%
Students with Disabilities	14	0	0.00%	100.00%	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: 2/13/2020

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	168	0	0.00%	100.00%	0.00%
Male	113	0	0.00%	100.00%	0.00%
Female	55	0	0.00%	100.00%	0.00%
Black or African American	18	0	0.00%	100.00%	0.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	124	0	0.00%	100.00%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	16	0	0.00%	100.00%	0.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	146	0	0.00%	100.00%	0.00%
English Learners	40	0	0.00%	100.00%	0.00%
Students with Disabilities	14	0	0.00%	100.00%	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: 2/13/2020

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: 2/13/2020

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

Summit offers firefighting, law enforcement, and military service to all students. The "academy" classes support the school mission statement by preparing students for careers in public service. The self-discipline required for the academy courses is instilled in students throughout the day, with accountability from the academy instructor.
Each CTE course prepares students for direct job placement or academy/bootcamp entry after high school and is sensitive to the needs of each student. CTE educators build a rapport with their students and determine their specific needs for success.
Students earn grades in the CTE courses using standard grading methods specific to the content area, which is aligned to the Public Safety CTE standards.
The CTE advisory committee is embedded with the School Site Council.

Last updated: 2/13/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	181
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.00%

Last updated: 2/13/2020

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	49.01%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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
7	39.00%	3.40%	--
9	18.00%	31.10%	--

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: 2/13/2020

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)

Summit Leadership Academy- High Desert is actively working on parental involement. Each parent upon enrolling their child is given resources and ways to stay connected, including social media, school website, student information system parent portal login, Google Classroom and teacher communication platforms. Parents are also encouraged to attend events such as the monthly Parent/ Administrator Meet and Greet, volunteer on and off campus for school events, and attend events hosted throughout the year. Summit has increased it's parent involvement and has 13 fully approved and 22 pending-approval volunteers. School award events are organized and run by parents each semester.

Parents are given monthly newsletters, phone calls and flyers to ensure they are up-to-date on events. Summit has a committed parent who works with students each morning and supports school safety initiatives.

State Priority: Pupil Engagement
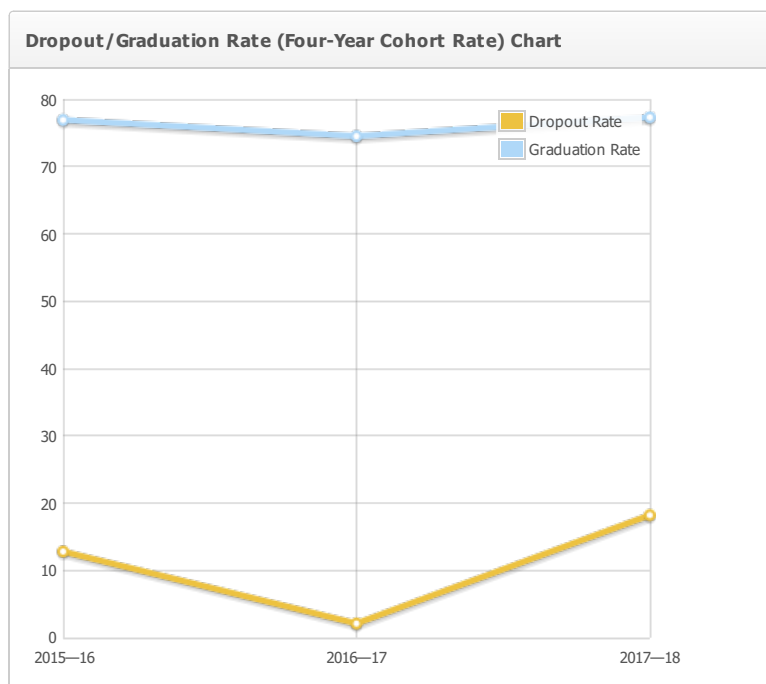
Last updated: 2/13/2020

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	12.80%	4.60%	9.70%
Graduation Rate	76.90%	91.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.10%	18.20%	3.50%	5.70%	9.10%	9.60%
Graduation Rate	74.50%	77.30%	90.00%	89.30%	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: 2/13/2020

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	7.90%	5.00%	13.50%	6.70%	6.10%	6.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.40%	0.40%	0.30%	0.10%	0.10%	0.10%

Last updated: 2/13/2020

School Safety Plan (School Year 2019—20)

Summit Leadership Academy-High Desert focuses on public service careers in Firefighting, Military Service and Law Enforcement, and takes school safety extremely seriously. The School Safety plan is viewed and reviewed each Spring. The next review date will be in February 2019 and any changes will be reviewed and approved by the Governing Board. Staff is trained on school safety three times per year including earthquake, fire and lock-down procedures.

Key elements include hazard communication, bloodborne pathogens, heat illness prevention, emergency evacuation and response plan, active shooter, and food handling.

Last updated: 2/13/2020

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	20.00	8	3	
Mathematics	12.00	4		1
Science	10.00	4		
Social Science	1.00	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	16.00	20	2	2
Mathematics	15.00	11	1	1
Science	15.00	5	2	
Social Science	20.00	13	7	3

* 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	13.00	23	3	
Mathematics	13.00	19	1	
Science	13.00	11	5	
Social Science	13.00	16	3	

* 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: 2/13/2020

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

Title	Ratio**
Counselors*	2.0

*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.
**Average Number of Pupils per Counselor

Last updated: 2/13/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.25
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	
Other	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.

Last updated: 2/13/2020

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	$12940.00	$708.00	$12232.00	$49000.00
District	N/A	N/A	$12940.00	$49000.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	170.00%	60.00%

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

Last updated: 2/13/2020

Types of Services Funded (Fiscal Year 2018—19)

Online curriculum and additional chromebooks were purchased to allow all students access to web-based resources. An IT vendor was brought on to support technology and recommend advancements to enhance curriculum.

Additional materials purchased for classroom instruction--majority of funds used for Science and Career Technical Education departments.

An additional counselor was hired to support mental health programs.

Teacher assigned to provide EL instruction to other teachers and administer programs to eligible students.

Consultants provide additional supports such as Mental Health, Speech Therapy, Psychological support and evaluation, and Occupational Therapy.

Each high school student is enrolled in a Career Technical Education course in their choice of fire fighting, law enforcement, and military service.

Athletic programs were added to increase student engagement.

Last updated: 2/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,476	$48,612
Mid-Range Teacher Salary	$83,160	$74,676
Highest Teacher Salary	$104,954	$99,791
Average Principal Salary (Elementary)	$131,863	$125,830
Average Principal Salary (Middle)	$135,510	$131,167
Average Principal Salary (High)	$147,850	$144,822
Superintendent Salary	$215,498	$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	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
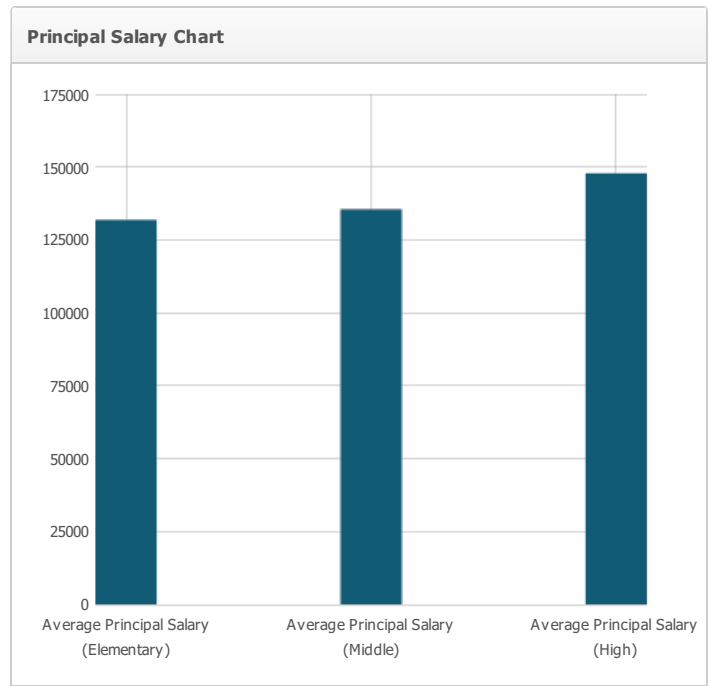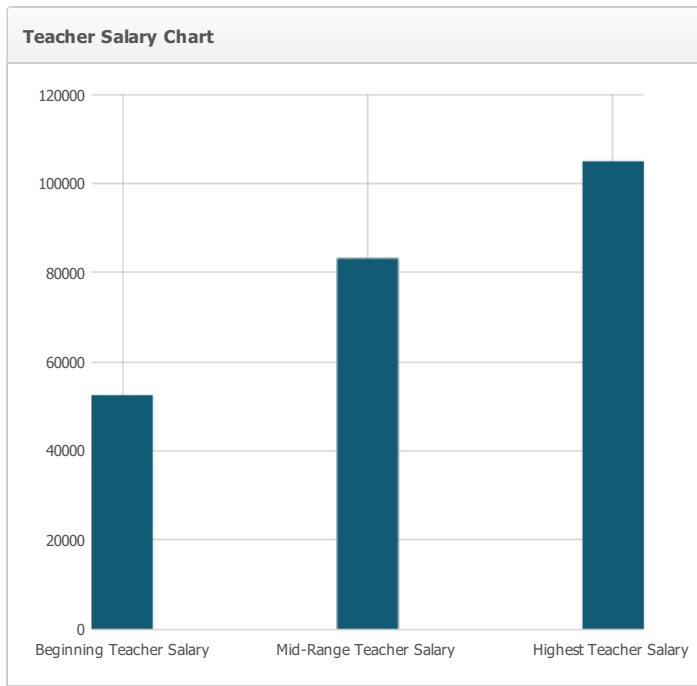
Last updated: 2/13/2020

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: 2/13/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	10