

Palo Verde High 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	Palo Verde High School
Street	667 North Lovekin Boulevard
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-7148
Principal	Rachel Angel
Email Address	rangel@pvusd.us
Website	www.pvusd.us/pvhs
County-District-School (CDS) Code	33-67181-3335759

Entity	Contact Information
District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Dr. Charles Bush
Email Address	charles.bush@pvusd.us
Website	www.pvusd.us

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

School Mission Statement

The learning community of Palo Verde High School will ensure ALL students are college/career ready not only academically but by learning to persevere, viewing everyone with respect, having a purpose driven life, and serving their school and community.

District Mission Statement

Our mission is to enrich, empower and enhance our students' lives through education.

District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence.

We expect every student to read, write and calculate competently.

We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion.

We expect every parent, student and teacher to support the mutual quest for excellence.

Educational progress can never happen without truth as its foundation, and it is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed.

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

Grade Level	Number of Students
Grade 9	228
Grade 10	234
Grade 11	207
Grade 12	174
Total Enrollment	843

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	0.7
Hispanic or Latino	65.4
White	23.8
Two or More Races	0.7
Socioeconomically Disadvantaged	71.9
English Learners	8.5
Students with Disabilities	14.8
Homeless	0.2

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	40	38	44	123
Without Full Credential	1	2	0	16
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	3

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: September 17, 2019

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Curriculum Frameworks and Content Standards. Instructional materials for grades K-8 are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the board of trustees. The district follows the State Board of Education’s six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state’s adoption. Site-level and district-level committees meet to select textbooks and instructional materials. Every student including English learners have access to their own textbooks and instructional materials.

On September 17, 2019, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district.

The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired September 17, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives, Pearson	Yes	0
Mathematics	Integrated Mathematics 1, 2, 3; Houghton Mifflin Harcourt Statistics, Pearson AP Calculus, D&S Marketing	Yes	0
Science	Conceptual Physics, Addison Wesley AP Physics, Prentice Hall Earth Science, Prentice Hall Biology, Prentice Hall	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Economics, Prentice Hall The Americans, McDougal Littell World History, Prentice Hall American Government, McDougal Littell	Yes	0
Foreign Language	Avancemos! Uno, Hold McDougal El Espanol Para Nosotros Nivel 1, Glenco/Macmillan El Espanol Pra Nosotros Nivel 2 , Glenco/Macmillan Triangulo Aprobado 5th Ed. , Wayside Publication Azulejo 2nd Ed., Wayside Publication	Yes	0
Health	Lifetime Health, Holt	Yes	0
Visual and Performing Arts	Theater In Action, Glenco McGraw-Hill (in process of adoption pending board approval January, 2019)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Palo Verde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The campus has 36 regular classrooms and 10 portable classrooms. It features an administration building, gymnasium, library and cafeteria, stadium, baseball field, practice field and outdoor basketball courts. The school also maintains a farm, which houses up to 100 animals during parts of the school year. The school was built in 1952. Several modernization projects have ensured that school facilities are kept up-to-date and provide adequate space for students and staff.

The school is maintained by a district maintenance crew. An electronic work-order system enables Palo Verde High School to communicate maintenance needs. Emergency needs are usually handled within an hour or two.

Non Emergency requests are typically fulfilled within 24 hours. A day custodian and an evening custodian are assigned to the school. Classrooms are cleaned at least every day.

One campus security officer and two campus supervisors secure the campus five days a week.

Students may enter campus grounds early to receive breakfast or visit the library. Breakfast is supervised in the cafeteria by a school proctor; the library is open 30 minutes before school starts. Students arriving through entrance gates, bus areas and crosswalks are greeted and supervised by assigned teachers, administrators and security personnel. During lunch, some teachers, counselors, administrators and all security staff patrol the campus and share supervisory responsibility of the cafeteria and common areas. At the end of the day, assigned teachers, all administrators, all counselors and all security staff are strategically placed on campus to supervise the bus, student pickup and exit areas and to help with traffic flow and ensure students depart safely.

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: 11/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Three supply vents missing grill
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	One light fixture out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	One faucet off
Safety: Fire Safety, Hazardous Materials	Good	Expired fire extinguishers
Structural: Structural Damage, Roofs	Good	1 small stain on ceiling tile
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)	19	33	29	34	50	50
Mathematics (grades 3-8 and 11)	9	15	17	20	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	162	157	96.91	3.09	33.12
Male	81	78	96.30	3.70	30.77
Female	81	79	97.53	2.47	35.44
Black or African American	14	13	92.86	7.14	7.69
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	96	96.97	3.03	33.33
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	41.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	108	104	96.30	3.70	30.77
English Learners	15	14	93.33	6.67	21.43
Students with Disabilities	21	18	85.71	14.29	16.67
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.

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	162	157	96.91	3.09	14.65
Male	81	78	96.30	3.70	20.51
Female	81	79	97.53	2.47	8.86
Black or African American	14	13	92.86	7.14	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	96	96.97	3.03	11.46
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	26.83
Two or More Races					
Socioeconomically Disadvantaged	108	104	96.30	3.70	12.50
English Learners	15	14	93.33	6.67	7.14
Students with Disabilities	21	18	85.71	14.29	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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)

The district provides Career Technical Education in Agriculture, Media publications, Cyber Security, Culinary, Media Productions and Business & Finance.

Students from Palo Verde High School also attend classes at Palo Verde College. These are primarily vocational classes in auto, welding, construction and computer graphics.

Mark Mullion is the representative of the district’s Career Technical Advisory Committee and represents the agricultural industry in the area.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	472
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	89.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.5

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	96.8
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	24.84

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
9	13.7	17.0	41.8

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.

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)

By volunteering for special projects, chaperoning school events or serving on a decision-making group, parents may become a member of Palo Verde High School's learning community dedicated to developing independent lifelong learners. An open invitation is extended to parents to participate in open house, back-to-school night, club activities and fine arts programs. For parents who wish to help their student succeed in school, parenting classes are offered to teach parents effective strategies on how to help and support their student's education at home.

Parents are encouraged to serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Future Farmers of America Advisory, Career Technical Education Advisory, Western Association of Schools and Colleges (WASC) focus groups, and booster clubs to actively participate in the growth and improvement process of their student and the school. The SSC approves the school site plan and oversees the school budget, and the ELAC helps students learning English feel welcome at school. Palo Verde High School's booster clubs for the band and athletic programs organize, support and raise funds for students to participate in special events and to purchase equipment.

School-to-home communication is provided in both English and Spanish throughout the year to keep parents up-to-date on their student's progress and school issues. Parents may visit AERIES parent portal <https://paloverdeusd.asp.aeries.net/Student/LoginParent.aspx> for information about their particular student. The following websites also provide information for parents about the school: <http://www.pvUSD.us/pvhs/>. These websites provide information regarding a particular student and his academic progress in each class and his attendance in each class. They also provide current information; a calendar of activities; homework assignments; student grades; and special announcements from the principal, teachers, librarian and counselors. The school organizes several parent meetings during the year to discuss grade level expectations, FAFSA workshops and other items of importance. Social media is used to keep parents, students and the community updated on activities and events. The school can be followed on Twitter and Instagram as @pvyellowjackets. Palo Verde Valley High School invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact Senior Clerk Elizabeth Ortega at (760) 922-7148.

To ensure the safety of our students, all volunteers are required to obtain a fingerprint clearance before they are permitted to volunteer.

For more information on how to become involved at the school, please contact Principal Rachel Angel at (760) 922-7148.

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	4.1	4.3	4.3	12.1	8.8	9.8	9.7	9.1	9.6
Graduation Rate	93.2	92.7	93.8	80.6	88	86.9	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	8.3	7.8	9.6	8.4	6.2	5.7	3.6	3.5	3.5
Expulsions	0.0	0.0	1.1	0.0	0.0	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A comprehensive school safety plan was initially developed for Palo Verde High School in collaboration with local law enforcement and fire-protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child-abuse reporting procedures, teacher notification and dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most recent review, update and training associated with the school safety plan took place in January 2020. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and Palo Verde Valley High School office.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, campus behavior, first aid, illness, health issues and special services. Earthquake preparedness drills are conducted once each semester; fire drills are held once a quarter. All visitors are required to check in at the school office upon arrival as well as departure from the school.

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	21	19	15	12	23	14	16	9	21	18	22	4
Mathematics	26	10	6	16	24	11	11	12	22	15	20	2
Science	20	13	19		19	19	12		18	17	10	
Social Science	21	17	8	14	22	14	13	8	24	12	10	10

*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*	281.0

*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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	

*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	\$6,806	\$464	\$6,342	\$79,304
District	N/A	N/A	\$8,056	\$75,325.00
Percent Difference - School Site and District	N/A	N/A	-23.8	5.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-16.8	8.3

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)

Palo Verde High School provides a number of supplemental services to support and assist students. Small group tutoring is available after school with certificated teachers to assist students. A career center is open three hours each day to assist students in planning for college and careers. The career center also is a place for military recruiters to meet with students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,008	\$46,208
Mid-Range Teacher Salary	\$79,872	\$72,218
Highest Teacher Salary	\$103,014	\$92,742
Average Principal Salary (Elementary)	\$107,870	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$139,003	\$127,356
Superintendent Salary	\$195,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
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	4	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	12	18.4

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	8	8	12

Professional development for staff takes many different forms. Professional development days are outside the contracted days for which the staff is paid to attend and participate. Teachers are also sent to conferences outside of the District to better further the knowledge in their subject matter, or professional presentations are brought to the district for the staff. All staff members also participate in weekly professional learning community (PLC) meetings. These meetings are used for analyzing what is happening in the classroom; data is received through periodic testing as students move through the curriculum. During the 2016-17 school year, many of the days were utilized to focus on attendance data, writing and Lexile reading scores. During the 2017-18 school year, the professional development focus was on Direct Interactive Instruction, including the coaching cycle. During the 2018-19 school year, the focus on Direct Interactive Instruction continued with differentiated training for Year 1 and Year 2 participants. During the 19-20 school year, the focus for professional development has been on deconstruction of standards, Direct Interactive Instruction and curriculum training in English and Mathematics.