

Santa Clarita Valley International

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.

Nicole Padovich, School Director

 Principal, Santa Clarita Valley International

About Our School

SCVi offers a student-centered approach to education that focuses on project-based and social-emotional learning principles. Its curriculum is designed to equip students with the critical thinking, problem-solving, and entrepreneurial skills necessary to succeed in a 21st century world.

The school offers personalized college track planning for every student and features the Santa Clarita Valley's only International Baccalaureate program, as well as NCAA approved. CIF and athletic participation opportunities and a rigorous arts and theatre curriculum.

Contact

Santa Clarita Valley International
28060 Hasley Canyon Rd., Ste. 200
Castaic, CA 91384-4577

Phone: 661-705-4820
Email: office@scvcharterschool.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	William S. Hart Union High
Phone Number	(661) 259-0033
Superintendent	Vicki Engbrecht
Email Address	vengbrecht@hartdistrict.org
Website	www.hartdistrict.org

School Contact Information (School Year 2019—20)	
School Name	Santa Clarita Valley International
Street	28060 Hasley Canyon Rd., Ste. 200
City, State, Zip	Castaic, Ca, 91384-4577
Phone Number	661-705-4820
Principal	Nicole Padovich, School Director
Email Address	office@scvcharterschool.org
Website	www.scvcharterschool.org
County-District-School (CDS) Code	19651360117234

Last updated: 3/10/2020

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

At SCVi, our mission can be stated simply: "Free to Think. Inspired to Lead." Our vision is to use project-based and social-emotional learning concepts to inspire and motivate lifelong learners with the skills they need to lead in the 21st century. We incorporate technology into every component of our curriculum, and we value and encourage development of leadership skills by inspiring confidence and character in each of our unique learners.

We know that for our learners to succeed, they must feel at home in the world. This requires a firm grounding in the arts, humanities, and sciences — and a strong foundation in social and emotional development. We believe there is an implicit, as well as an explicit, curriculum to teach, and our goal is nothing short of shaping learners who change the world.

SCVi is based on a paradigm: Project-Based, Deeper Learning. At SCVi, we create open, innovative K-12 learning environments that promote a deeper understanding of curriculum and celebrate independent critical thinking, cooperation, and the development of crucial 21st century skills.

At SCVi, we maintain a unique emphasis on using methods that foster our learners' social-emotional development and personal strengths. We are committed to ensuring our students learn to lead, be self-directed, and develop their emotional IQ in a way that inspires creativity and engagement in their coursework. We believe it's vital to help students develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives.

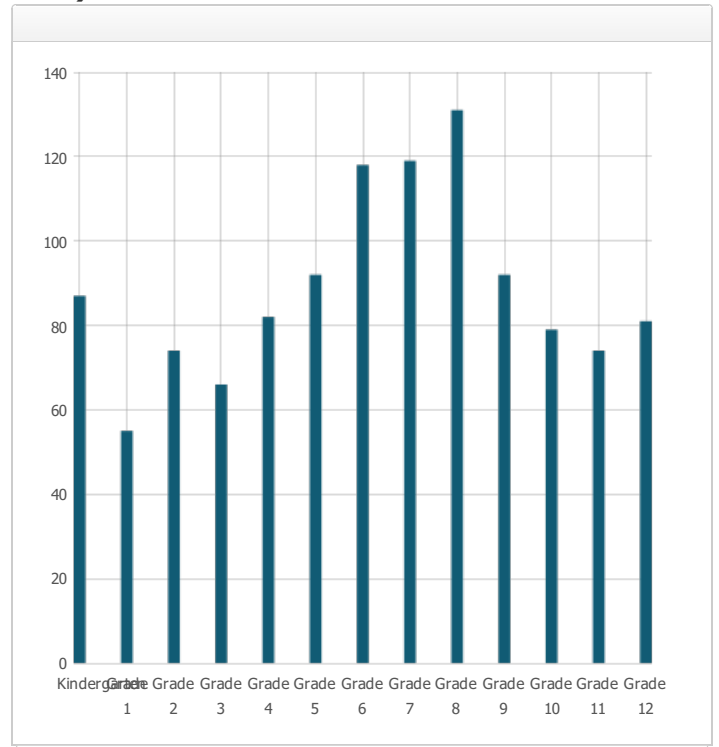
As an integral part of our approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, we measure and report SEL progress as part of every project, individualized learning plan goal, and Report of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for facilitators, learners, parents, and administrators. Other elements of our SEL implementation, practice and assessment include Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, learner-driven ambassador groups, morning meetings, and restorative approaches to discipline, among others.

Last updated: 3/10/2020

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	55
Grade 2	74
Grade 3	66
Grade 4	82
Grade 5	92
Grade 6	118
Grade 7	119
Grade 8	131
Grade 9	92
Grade 10	79
Grade 11	74
Grade 12	81
Total Enrollment	1150



Last updated: 3/10/2020

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

Student Group	Percent of Total Enrollment
Black or African American	7.20 %
American Indian or Alaska Native	1.10 %
Asian	0.60 %
Filipino	1.70 %
Hispanic or Latino	11.10 %
Native Hawaiian or Pacific Islander	0.10 %
White	66.40 %
Two or More Races	6.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.40 %
English Learners	2.90 %
Students with Disabilities	16.20 %
Foster Youth	0.20 %
Homeless	0.24 %

A. Conditions of Learning

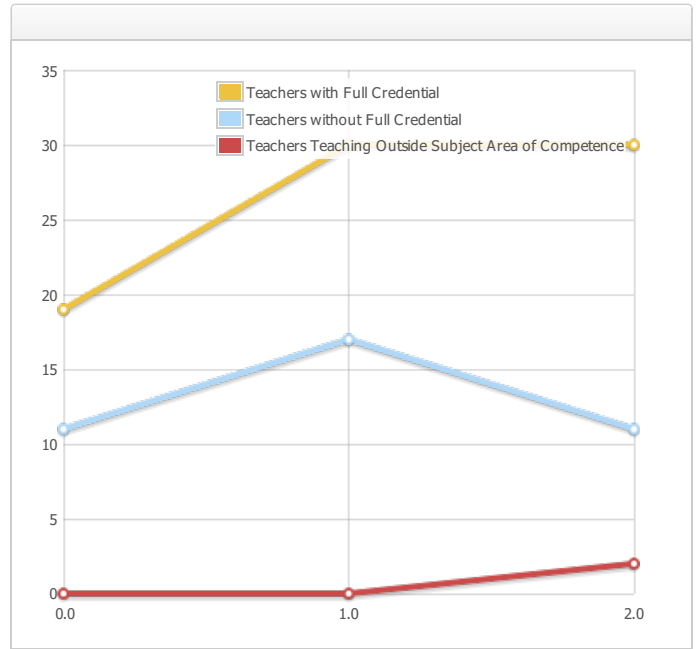
State Priority: Basic

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	19	30	30	
Without Full Credential	11	17	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	



Last updated: 3/10/2020

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	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: 3/10/2020

School Facility Conditions and Planned Improvements

SCVi facilities staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/31/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
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: September 2019

Overall Rating	Good
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Last updated: 1/27/2020

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)	50.0%	56.0%	69.0%	71.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	36.0%	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: 1/27/2020

**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	654	554	84.71%	15.29%	55.78%
Male	375	322	85.87%	14.13%	53.42%
Female	279	232	83.15%	16.85%	59.05%
Black or African American	25	21	84.00%	16.00%	23.81%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	191	169	88.48%	11.52%	43.20%
Native Hawaiian or Pacific Islander					
White	368	305	82.88%	17.12%	64.26%
Two or More Races	39	35	89.74%	10.26%	51.43%
Socioeconomically Disadvantaged	174	151	86.78%	13.22%	43.71%
English Learners	32	32	100.00%	0.00%	37.50%
Students with Disabilities	127	104	81.89%	18.11%	29.81%
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: 1/27/2020

**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	655	552	84.27%	15.73%	36.41%
Male	375	320	85.33%	14.67%	40.94%
Female	280	232	82.86%	17.14%	30.17%
Black or African American	25	21	84.00%	16.00%	14.29%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	191	166	86.91%	13.09%	24.10%
Native Hawaiian or Pacific Islander					
White	369	306	82.93%	17.07%	44.77%
Two or More Races	39	35	89.74%	10.26%	31.43%
Socioeconomically Disadvantaged	174	151	86.78%	13.22%	27.81%
English Learners	32	32	100.00%	0.00%	12.50%
Students with Disabilities	127	101	79.53%	20.47%	16.83%
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: 1/27/2020

**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: 1/27/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	63
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/27/2020

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	25.86%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	84.06%

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	31.90%	8.30%	19.40%
7	15.60%	12.50%	20.80%
9	29.80%	15.80%	15.80%

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: 1/27/2020

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)

Parents are strongly encouraged to volunteer, per academic year. SCVi maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; tutoring; attendance at meetings of the Board of Directors, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities.

At SCVi, parents play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. Parents play a vital role as mentioned in the educational program of the charter. Before families enroll, they must fully understand the components of the program model. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This also gives parents an opportunity to have any questions answered and talk to other parents that already have students in the program.

SCVi Charter School makes accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting. Parents are strongly encouraged to attend orientations and regular parent meetings designed to keep them informed of what is happening at SCVi charter school.

Family partnerships through serious and meaningful engagement are also at the forefront of the school's progressive charge and have helped lead the way to the successful fulfillment of its mission.

SCVi offers parent group organization called iSupport. iSupport meetings are held monthly. Being a member of iSupport is a network of support for SCVi and families. If you have any questions or concerns related to upcoming events, volunteering or future iSupport meetings contact office@scvi-k12.org.

State Priority: Pupil Engagement

Last updated: 3/10/2020

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

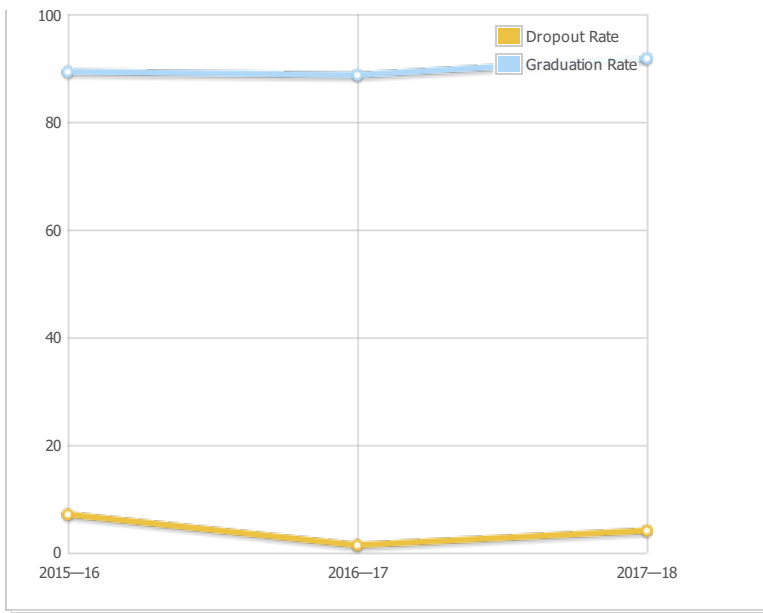
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	7.10%	1.00%	9.70%
Graduation Rate	89.30%	95.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.40%	4.10%	7.90%	7.20%	9.10%	9.60%
Graduation Rate	88.70%	91.80%	77.40%	84.50%	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: 3/10/2020

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	0.40%	2.70%	0.90%	1.50%	1.60%	1.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 3/10/2020

School Safety Plan (School Year 2019—20)

It is the vision of SCVi to provide a safe learning environment for all of our learners, staff and families. It is our goal to provide a safe learning space, where families feel comfortable leaving their learners for the day, knowing they will be protected and kept safe. It is a place where learners feel welcomed and comfortable. A place where learning is the focus and safety is not a concern.

The Purpose of the SCVi Operations Plan (EOP) is to identify and respond to incidents by outlining responsibilities and duties of all scvi employees. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies the roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident.

This plan provides parents and other community members with assurance that SCVi has developed and established guidelines and procedures to respond to an incident or a hazard in an effective way.

The developed guideline and procedures for dealing with existing and potential learners and school incidents are defined in the plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to prevent, prepare for, respond to, and recover for an incident.

The safety plan was last reviewed in 2019.

Last updated: 3/10/2020

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	26.00	0	4	0
1	26.00	0	4	0
2	27.50	0	4	0
3	27.50	0	4	0
4	32.00	0	4	0
5	32.00	0	4	0
6	15.75	4	4	0
Other**	0.00	0	0	0

* 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	25.75	0	4	0
1	25.75	0	4	0
2	28.50	0	4	0
3	28.50	0	4	0
4	29.00	0	4	0
5	29.00	0	4	0
6	25.66	0	3	0
Other**	0.00	0	0	0

* 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	25.00	0	4	0
1	25.00	0	4	0
2	25.00	0	4	0
3	24.00	0	4	0
4	22.00	0	4	0
5	38.00	0	4	0
6	26.00	0	3	0
Other**	28.00	0	0	0

* 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	32.00	0	10	
Mathematics	28.00	2	8	
Science	27.00	0	7	
Social Science	30.00	0	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	32.00	0	8	
Mathematics	28.00	2	8	
Science	26.00		9	
Social Science	26.00		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.

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	8.00	63	7	1
Mathematics	7.00	67	9	1
Science	7.00	54	5	1
Social Science	8.00	48	7	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.

Last updated: 3/10/2020

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

Title	Ratio**
Counselors*	326

*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: 3/10/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	6.00
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: 3/10/2020

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	\$10996.00	\$761.00	\$10235.00	\$58546.00
District	N/A	N/A	--	\$78855.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

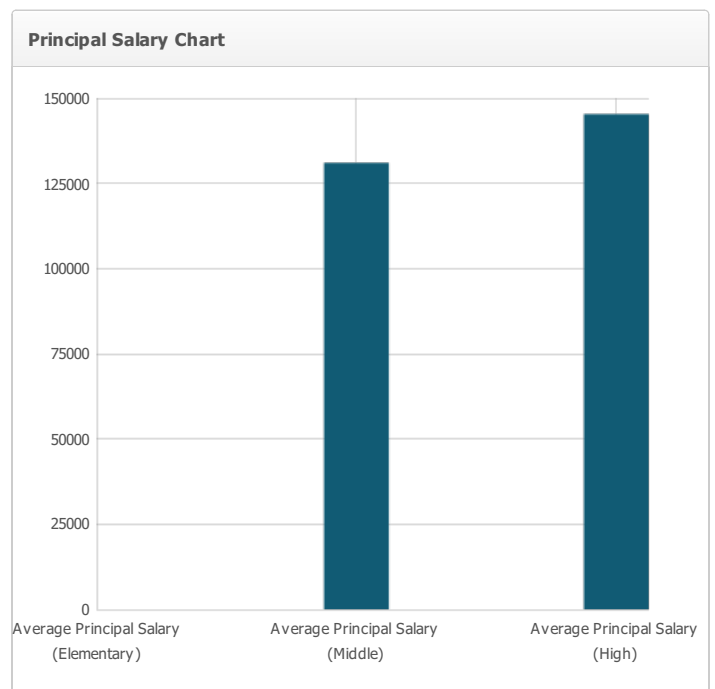
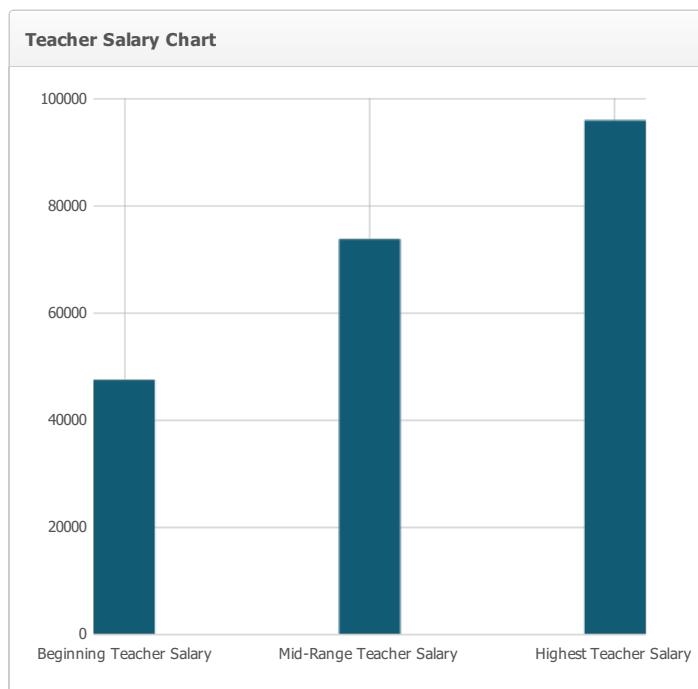
Note: Cells with N/A values do not require data.

Last updated: 3/10/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,400	\$52,466
Mid-Range Teacher Salary	\$73,675	\$87,373
Highest Teacher Salary	\$95,863	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$131,022	\$142,025
Average Principal Salary (High)	\$145,317	\$153,904
Superintendent Salary	\$244,088	\$241,221
Percent of Budget for Teacher Salaries	34.00%	33.00%
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/>.



Last updated: 3/10/2020

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	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	2	0.10%

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

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

Last updated: 3/10/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	61	61	61