Desert Oasis High (Continuation)

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. Fernando O'Campo, Administrator

Principal, Desert Oasis High (Continuation)

About Our School

Principal's Comment

Welcome to the Desert Oasis SARC. I am sure you will be pleased as we are with the progress we are making, and how well our students are doing. Our goal is to get all students College and Career ready by offering courses and programs that will support them through their educational plan. Implementing the AVID program has been a high priority in our school because of the benefits it provides to prepare all students for post secondary education. Thank you for visiting our site.

Contact

Desert Oasis High (Continuation)
1302 South Third St.
El Centro, CA 92243-6604

Phone: 760-336-4281
Email: focampo@cuhsd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Central Union High
Phone Number	(760) 336-4500
Superintendent	Ward Andrus
Email Address	wandrus@cuhsd.net
Website	www.cuhsd.net

School Contact Information (School Year 2019—20)	
School Name	Desert Oasis High (Continuation)
Street	1302 South Third St.
City, State, Zip	El Centro, Ca, 92243-6604
Phone Number	760-336-4281
Principal	Mr. Fernando O'Campo, Administrator
Email Address	focampo@cuhsd.net
Website	www.desertoasisnet.net
County-District-School (CDS) Code	13631151333558

Last updated: 1/31/2020

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

Desert Oasis High School is located in El Centro, CA, a city with a population of approximately 44,364 (2017). Surrounding areas serviced by the Central Union High School District are Heber and Seeley which add approximately 1,000 students to the Central Union High School District attendance. Desert Oasis High School serves a transient population. Students may elect to attend DOHS for academic recovery, and there are those who have been sent through a disciplinary hearing panel. The student population fluctuates between 160-200 high risk students, grades 9-12, at any given period throughout the school year. The ultimate goals are to have students earn enough credits to return to one of the two comprehensive high schools in the district or to graduate from Desert Oasis within a year of their original graduation target. We also strive to give all students the interpersonal skills necessary to funcion as adults, and impart the basic skills they will need for a successful life.

The expecation is that students at Desert Oasis High School will strive to earn success academically as well as personally. Our teachers are well trained, competent, and enthusiastic about the students who attend DOHS. Students thrive in a small classroom environment and within the safety of our campus. We use district approved textbooks and require the same amount and type of credits our comprehensive high schools require. Students are held accountable for academic success and enjoy a high level of personal responsibility for their actions.

Our teachers continously :
use data to drive instruction
focus on student learning
work with 11th graders to prepare them for CAASPP in both English/Language Arts and Mathematics
Model positive citizenship and expect the same in all students.
Desert Oasis High School School Wide Goals:
Students will demonstrate competency in WRITING upon graduation.
Students will demonstrate competency in READING upon graduation.
Students will demonstrate competency in MATH upon graduation.
Students will identify and demonstrate understanding of several post secondary options.
Students will be prepared to move forward with their career and/or education.
Desert Oasis High School Mission Statement:
Desert Oasis High School provides alternative education programs which offer a new beginning for students of Central Union High School District. We provide an education in a small, safe learning environment. Students have multiple opportunities for academic success that will lead to a high school diploma and empower students to
become responsible, caring, and contributing members of society.
CORE VALUES
Respect and are responsible for ourselves, others, our school, and our community.
Are determined to achieve personal success in the present and the future
Are committed to guidance, working, planning, and all other efforts leading to graduation and successful future.
Accept and embrace our strengths and areas of growth, and acknowledge that our potential has no limit.
Believe in ourselves and in serving others.
EXPECTED SCHOOLWIDE LEARNER OUTCOMES
Academic achievers able to read, write, communicate, think critically, and utilize math skills at a proficient level upon graduation from high school.
Critical thinkers with developed higher order thinking and questioning skills necessary to learn effectively by themselves, to solve practical problems, and to make sound judgements through individual and group applications.
Quality producers who understand the relationship between research, technology, and society, and who can demonstrate the ability to use clear research methods and technology to achieve their educational and vocational goals.
Desert Oasis High School Motto:
Desert Oasis High School...a place to work, learn, and succeed!

Desert Oasis PRIDE

Persistence
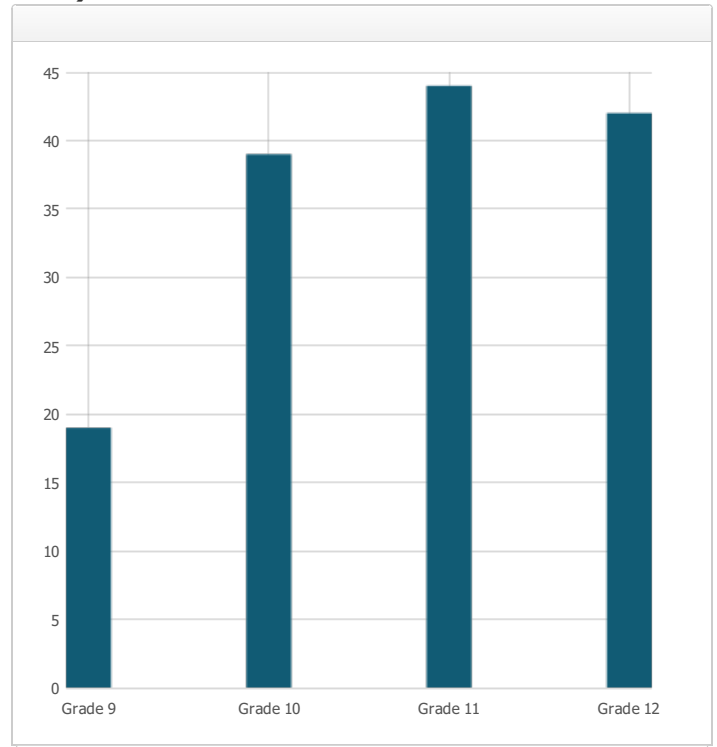
Responsibility

Integrity

Determination

Earn and Give Respect

Last updated: 1/31/2020

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

Grade Level	Number of Students
Grade 9	19
Grade 10	39
Grade 11	44
Grade 12	42
Total Enrollment	144

Last updated: 1/31/2020

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	97.90 %
Native Hawaiian or Pacific Islander	0.70 %
White	0.70 %
Two or More Races	%

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.20 %
English Learners	48.60 %
Students with Disabilities	6.30 %
Foster Youth	2.10 %
Homeless	9.70 %

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	10	10	11	187
Without Full Credential	1	1	1	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	6	7	24
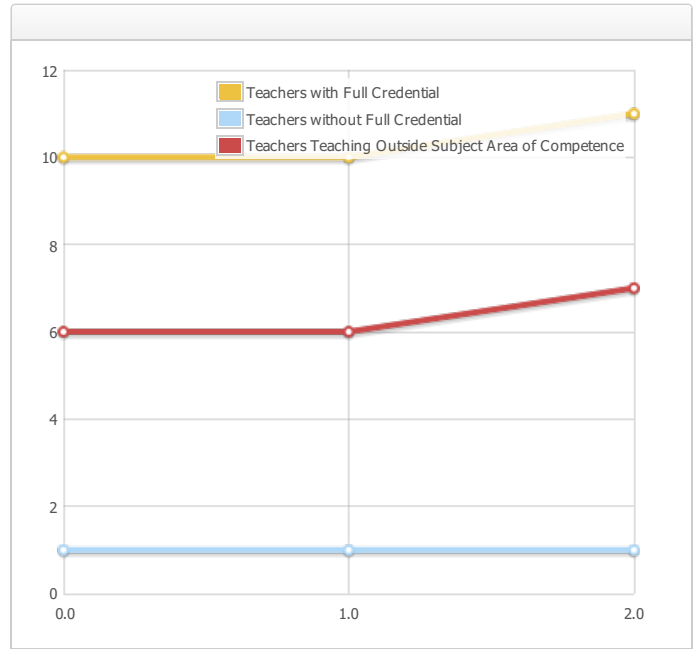
Last updated: 1/31/2020

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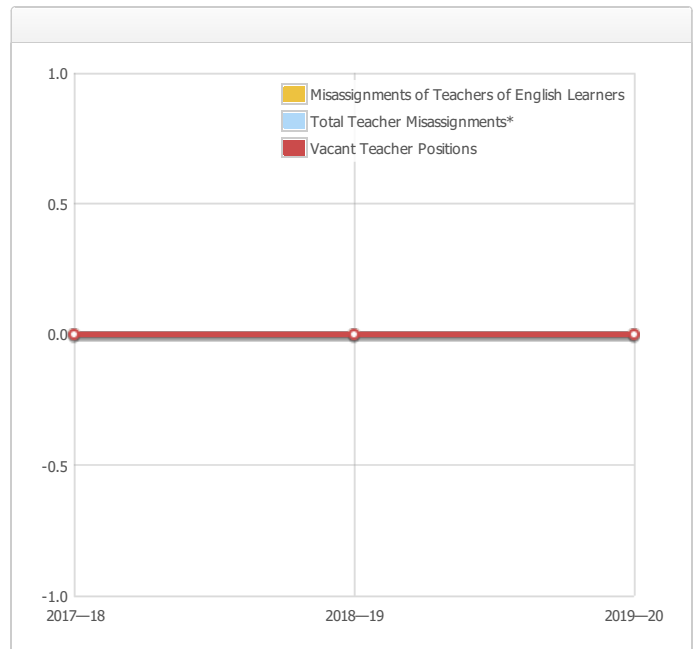
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

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

Year and month in which the data were collected: August 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 - My Perspectives English Language Arts, Pearson Education Inc. 2017 English 10 - My Perspectives English Language Arts, Pearson Education Inc. 2017 English 11 - My Perspectives English Language Arts, Pearson Education Inc. 2017 ERWC (English 12) - Kindle Paper Whites, ERWC Readers.	Yes	0.00 %
Mathematics	Algebra 1 - Glencoe Algebra 1, McGraw-Hill Education 2014 Algebra 2 - Glencoe Algebra 2, McGraw -Hill Education 2014 Geometry - Glencoe Geometry, McGraw-Hill Education 2014	Yes	0.00 %
Science	Integrated Science - CA Holt Physical Science, Holt, Rinehart and Winston 2007 Integrated Science Spanish - CA Holt Ciencias Fisicas student ed., Holt, Rinehart and Winston 2007 Biology - Biology:Dynamics of Life, Glencoe 2005	Yes	0.00 %
History-Social Science	World History - World History The Modern Era (CA edition), Pearson 2019 U.S. History - United States History:The Twentieth Century (CA edition), Pearson 2019 Government - Magruder's American Govt (CA edition), Pearson 2019 Economics - Economics Principles in Action (CA edition), Pearson 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

THe grounds and buildings at Desert Oasis High School are well maintained. Maintanance is done on an as needed basis and the grounds are groomed weekly.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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	Fair	
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 2017

Overall Rating	Good

Last updated: 1/31/2020

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)	14.0%	32.0%	57.0%	62.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	18.0%	23.0%	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: 1/31/2020

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	35	34	97.14%	2.86%	32.35%
Male	19	19	100.00%	0.00%	42.11%
Female	16	15	93.75%	6.25%	20.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	35	34	97.14%	2.86%	32.35%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	28	27	96.43%	3.57%	33.33%
English Learners	16	15	93.75%	6.25%	6.67%
Students with Disabilities	--	--	--	--	
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: 1/31/2020

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	34	32	94.12%	5.88%	3.13%
Male	19	18	94.74%	5.26%	5.56%
Female	15	14	93.33%	6.67%	0.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	34	32	94.12%	5.88%	3.13%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	27	25	92.59%	7.41%	4.00%
English Learners	16	15	93.75%	6.25%	0.00%
Students with Disabilities	--	--	--	--	
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: 1/31/2020

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: 1/31/2020

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

A career readiness course is offered at Desert Oasis High School which focuses on career exploration. Students at Desert Oasis are encouraged to enroll CTE programs offered at either of the district's comprehensive high schools.

Last updated: 1/31/2020

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

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

Last updated: 1/31/2020

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	95.83%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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: 1/31/2020

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)

There are opportunities for parental involvement at Desert Oasis High School. We are always looking for parents to help us organize activities and celebrations for our students. We have back to school night,   school site council, Title I parent night, and monthly information meetings and student recognition nights. Parents are always welcome at Desert Oasis High School.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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	17.00%	4.60%	9.70%
Graduation Rate	31.90%	89.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	12.70%	29.70%	5.20%	5.40%	9.10%	9.60%
Graduation Rate	30.20%	34.40%	88.40%	90.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
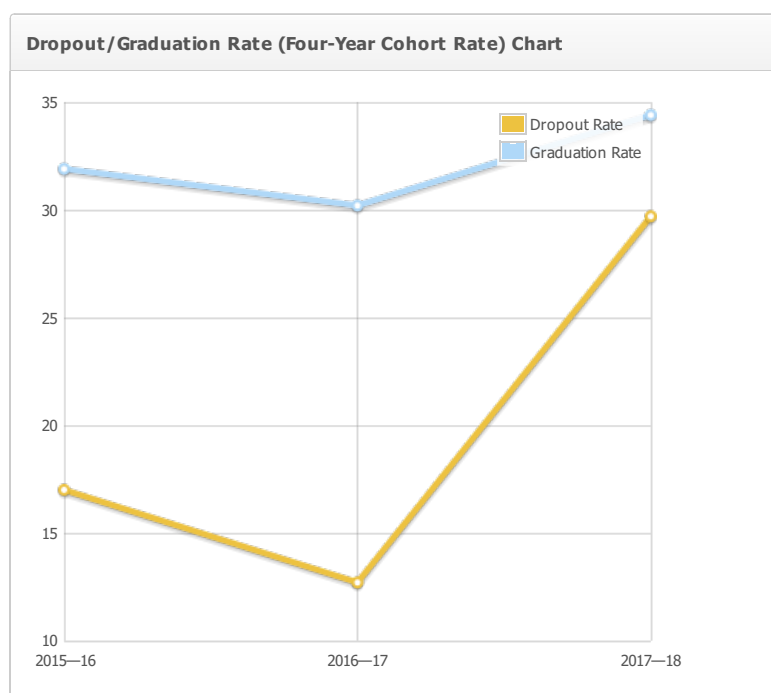
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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	11.20%	13.90%	7.30%	4.30%	3.90%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.50%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

Our School's Safety Plan is reviewed by our school safety team and school site council. It is updated yearly. The school's safety plan was updated on January 2019. Key elements of the plan include earthquake safety, lockdown procedures, and how to identify signs of depression in students.

Last updated: 1/31/2020

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				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	15.00	12		
Mathematics	17.00	6	1	
Science	13.00	4		
Social Science	13.00	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	6	2	
Mathematics	15.00	7	1	
Science	19.00	2		
Social Science	18.00	5		

* 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	19.00	8	1	
Mathematics	21.00	3	4	
Science	19.00	2		
Social Science	23.00	1	4	

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

Last updated: 1/31/2020

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

Title	Ratio**
Counselors*	110.80

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other	0.20

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2020

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	$17160.07	$2989.04	$142171.03	$51235.12
District	N/A	N/A	$11034.93	$89226.00
Percent Difference – School Site and District	N/A	N/A	24.88%	-42.58%
State	N/A	N/A	$7506.64	$88538.00
Percent Difference – School Site and State	N/A	N/A	61.48%	-43.76%

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

Programs and services available at the school that support and assist students include but are not limited to:

After school, in class, cross age, and AVID program tutoring. We offer online intervention to allow students to make up credits. Counseling services, Support for English Learners. Classrooms have Chromebooks on wheels to increase student access to classroom technology. Mentoring program on campus. PBIS program.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,422	$52,466
Mid-Range Teacher Salary	$88,420	$87,373
Highest Teacher Salary	$120,700	$109,803
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$142,025
Average Principal Salary (High)	$139,357	$153,904
Superintendent Salary	$179,112	$241,221
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	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
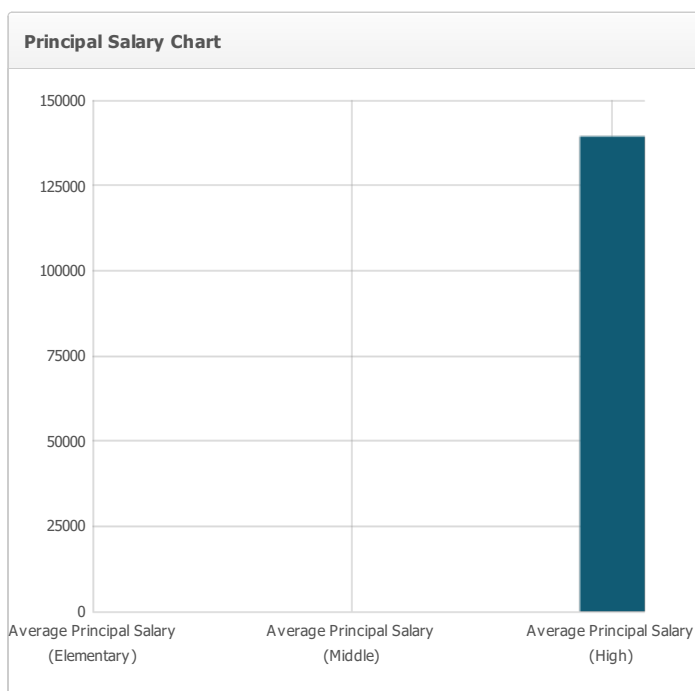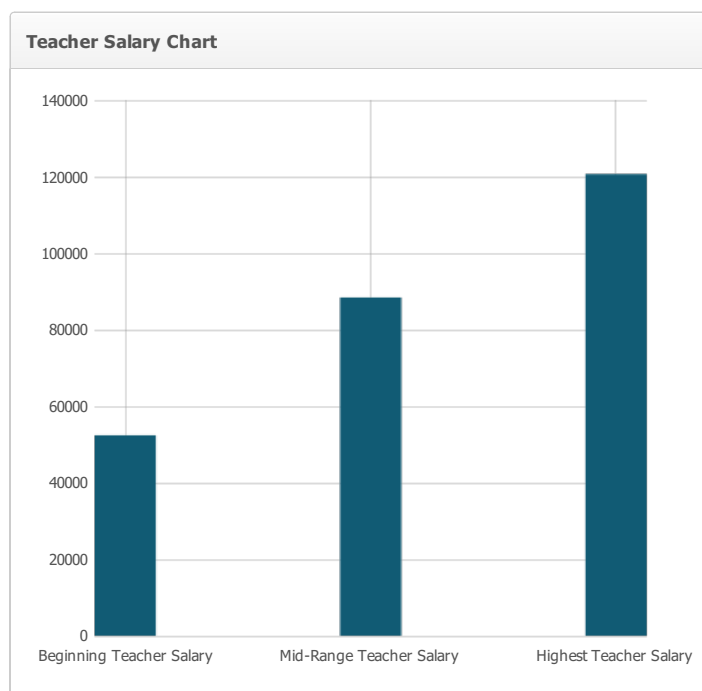
Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	33