

# Bellflower Alternative Education Center

## 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.



### MalcohM Heron, Program Administrator

Principal, Bellflower Alternative Education Center

#### About Our School

Welcome to Bellflower Alternative Education Center, also known as The BAE Center. Our goal is to return all students to their comprehensive school setting giving all students the opportunity to maximize their potential and to be responsible members of our school, community, and society and be lifelong learners in the 21st century. Here at the BAE Center we focus on a student's potential and believe that every student is "At Promise."

#### Contact

*Bellflower Alternative Education Center  
16703 South Clark Ave.  
Bellflower, CA 90706-5203*

*Phone: 562-866-9011  
Email: [malcohmheron@busd.k12.ca.us](mailto:malcohmheron@busd.k12.ca.us)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Bellflower Unified
<b>Phone Number</b>	(562) 866-9011
<b>Superintendent</b>	Tracy McSparren
<b>Email Address</b>	<a href="mailto:tmcsparren@busd.k12.ca.us">tmcsparren@busd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.busd.k12.ca.us">http://www.busd.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Bellflower Alternative Education Center
<b>Street</b>	16703 South Clark Ave.
<b>City, State, Zip</b>	Bellflower, Ca, 90706-5203
<b>Phone Number</b>	562-866-9011
<b>Principal</b>	Malcolm Heron, Program Administrator
<b>Email Address</b>	<a href="mailto:malcolmheron@busd.k12.ca.us">malcolmheron@busd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19643031995679

*Last updated: 1/10/2020*

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

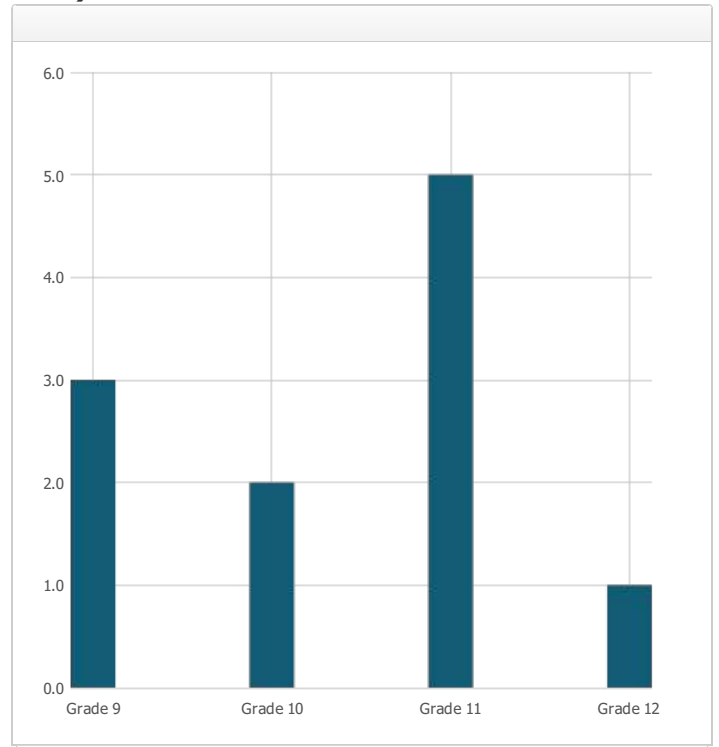
The Bellflower Alternative Education (BAE) Center is the community day school for Bellflower Unified School District. The BAE Center affords an alternative educational option specifically designed for students in grades 7-12 who have been expelled from their comprehensive school, have been transferred for problems with absenteeism, excessive behavior, and/or academic failure by the School Attendance Review Board (SARB), school administration or probation, or other factors exhibited by high-risk youths. The program's purpose is to teach students to make appropriate decisions about behavior, have regular attendance, and strengthen their academics in order for them to return to their traditional school and be successful.

Mission Statement: The mission of Bellflower Alternative Education (BAE) Center is to provide all students an educational environment that is accepting, shows appreciation, nurturing, and challenges students academically based on their individual needs. The goal for all students is to return to their comprehensive school.

*Last updated: 1/10/2020*

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

Grade Level	Number of Students
Grade 9	3
Grade 10	2
Grade 11	5
Grade 12	1
<b>Total Enrollment</b>	<b>11</b>



Last updated: 1/10/2020

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

Student Group	Percent of Total Enrollment
Black or African American	9.10 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	90.90 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.70 %
English Learners	36.40 %
Students with Disabilities	%
Foster Youth	%
Homeless	9.10 %

## A. Conditions of Learning

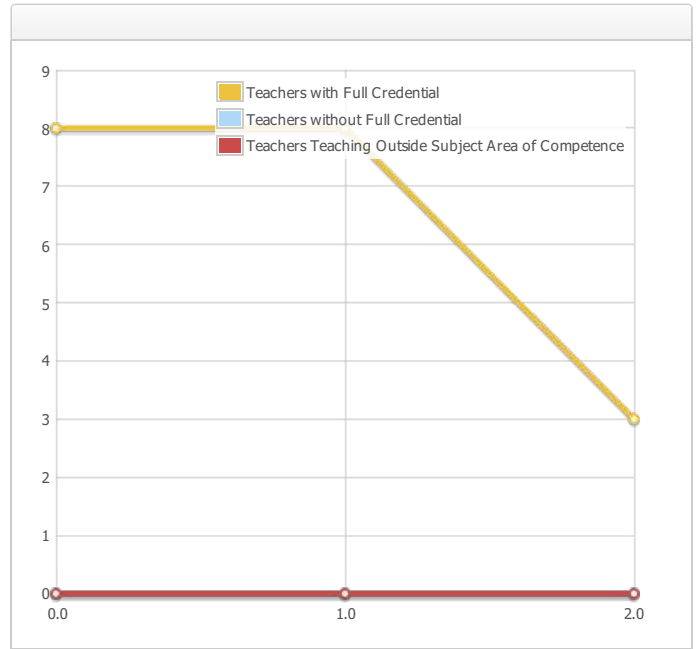
### State Priority: Basic

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

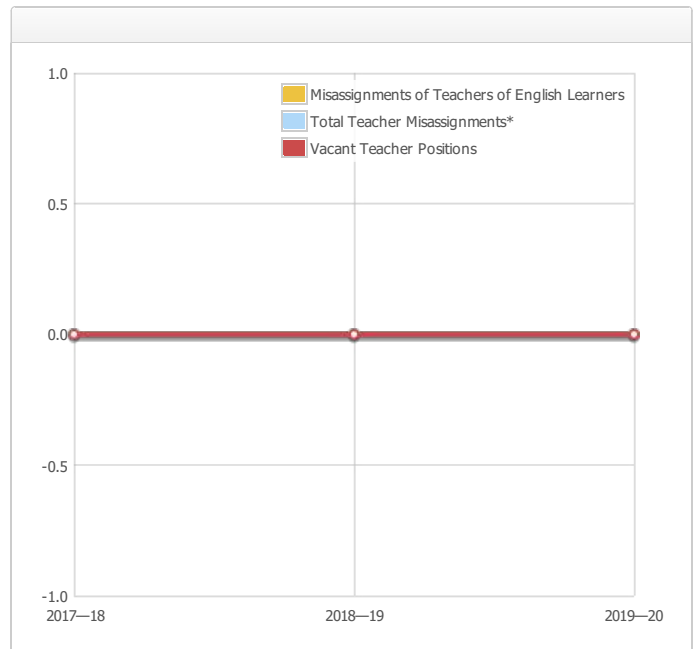
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	8	3	525
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2020

#### 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: 1/10/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill - StudySync (6-12) Adopted 2017 Bedford/St Martins - Language of Composition Adopted 2016 Cengage Learning - Perrine's Literature Adopted 2010 Bedford/St Martins - Literature of Composition Adopted 2015 Houghton Mifflin - English 3D Adopted 2018	Yes	0.00 %
Mathematics	Houghton Mifflin - Go Math! (6-8) Adopted 2014 Cengage - Big Ideas Integrated Math 1,2,3 Adopted 2018 Pearson/Prentice Hall - Precalculus Adopted 2007 Holt/McDougal - Calculus of a single variable Adopted 2007 Cengage - Introduction to Statistics Adopted 2011 VHPS Publishing - Practice of Statistics Adopted 2007 Glencoe/McGraw Hill - Business Mathematics Adopted 2007	Yes	0.00 %
Science	CPO - Focus on Life Science Adopted 2006 CPO - Focus on Physical Science Adopted 2006 Holt/McDougal - Earth Science Adopted 2006 Holt/McDougal - CA Biology Adopted 2006 Pearson - CA Biology for AP Adopted 2006 Pearson - CA Chemistry Adopted 2007 McGraw Hill - Hole's Essentials Anatomy Adopted 2008 McGraw Hill - CA Physics Principles/Problems Adopted 2007 Pearson - Physics Principles/Applications AP Adopted 2010 Holt/McDougal - Environmental Science Adopted 2007 Bedford/St. Martin's - Environmental Sci AP Adopted 2013 Pearson - Essential Oceanography Adopted 2006 Cengage Learning - Forensic Science Adopted 2010	Yes	0.00 %
History-Social Science	Holt/McDougal - Medieval History Adopted 2006 Holt/McDougal - US History to 1914 Adopted 2006 Holt/McDougal - World Geography Adopted 2006 Pearson - Geography, Cultural Landscape Adopted 2016 Prentice Hall - World History: Modern World Adopted 2006 McGraw Hill - World History: Traditions AP Adopted 2011 Holt/McDougal - US History: The Americans Adopted 2006 Holt/McDougal - The American Pageant AP Adopted 2009 Prentice Hall - Government in America Adopted 2006 Prentice Hall - American Government AP Adopted 2009 Glencoe - Economic Principles Adopted 2006 McGraw Hill - Economics / McConnell AP Adopted 2006 Holt/McDougal - Psychology Adopted 2010 Worth Publishers - Myer's Psychology AP Adopted 2013	Yes	0.00 %
Foreign Language	McGraw Hill - Asi se dice Adopted 2015 Santillana - Yabisi 6 Adopted 2015 McGraw Hill - El español para nosotros Adopted 2015 Heinle & Heinle - Cumbre Adopted 2016 Wayside Publishing - Azulejo Adopted 2016 Wayside Publishing - Triangulo Aprobado Adopted 2017 Houghton Mifflin - Bien dit! Adopted 2015 EMC - T'es branche 4 Adopted 2015 EMC - Zhen Bang 3 Adopted 2015 Cheng & Tsui - Integrated Chinese Adopted 2015	Yes	0.00 %
Health	Glencoe - Health Adopted 2006	Yes	0.00 %
Visual and Performing Arts	Davis Publications - Visual Experience Adopted 2013	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: 1/10/2020*

## School Facility Conditions and Planned Improvements

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the needs of all students. There are areas on campus, including the resources center, teachers' lounge, and a teachers' workroom, for students and staff to go for collaboration and research. The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, snack, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational. District maintenance 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: 1/10/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/10/2020*

## 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)	13%	9%	50%	48%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	9%	31%	29%	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: 1/10/2020*



**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	12	11	91.67%		9.09%
Male	--	--	--		
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	--	--	--		
English Learners	--	--	--		
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: 1/10/2020*

**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	13	11	84.62%		9.09%
Male	--	--	--		
Female	--	--	--		
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races					
Socioeconomically Disadvantaged	11	9	81.82%		11.11%
English Learners	--	--	--		
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: 1/10/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: 1/10/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## 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)

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. A coordinated effort between the community and the school provides a safe and nurturing environment for all students. Parents are leaders in decision-making on the School Site Council and on the English Learner Advisory Committee, and participate as parent volunteers. In order to build public confidence, monthly meetings, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs.

### State Priority: Pupil Engagement

*Last updated: 1/10/2020*

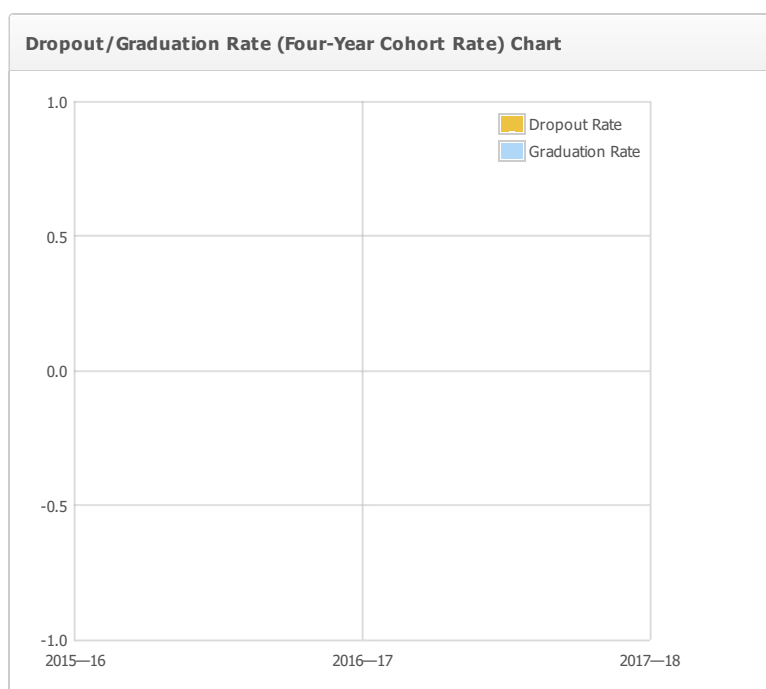
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	5.40%	9.70%
Graduation Rate	--	92.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.50%	3.20%	9.10%	9.60%
Graduation Rate	--	--	90.60%	90.00%	82.70%	83.00%



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: 1/10/2020*

# 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	26.30%	38.50%	--	4.50%	4.80%	--	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	--	0.10%	0.10%	--	0.10%	0.10%	0.10%

*Last updated: 1/15/2020*

## School Safety Plan (School Year 2019—20)

The staff, students, parents, the Parent Teacher Association (PT A), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, supportive and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

The safety committee for the school meets several times per year to review and update the safety plan. Members bring concerns to the safety committee so that they may be addressed and all safety concerns dealt with in a timely manner to ensure that the campus is a safe place for students, staff, and parents. The safety plan was reviewed with staff in August 2019 including who to contact, the role of each member, emergency sweep teams, and evacuation routes. The plan was approved by the Safety Committee and School Site Council in November 2019. The plan will be reviewed and updated as needed throughout the year and submitted to Law Enforcement and Fire Authority for approval in February 2020. The Board of Education reviews and approves the comprehensive safety plan by March 1, 2020.

*Last updated: 1/29/2020*

## **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	4.00	6		
Mathematics	1.00	1		
Science	3.00	4		
Social Science	3.00	8		

\* 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	4.00	5		
Mathematics	6.00	2		
Science	4.00	2		
Social Science	5.00	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	3.00	5		
Mathematics	4.00	3		
Science	3.00	4		
Social Science	2.00	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.

*Last updated: 1/10/2020*

**Student Support Services Staff (School Year 2018—19)**

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

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

*Last updated: 1/10/2020*

**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	\$41420.00	\$3232.00	\$38187.00	\$63328.00
District	N/A	N/A	\$10412.00	\$82468.00
Percent Difference – School Site and District	N/A	N/A	114.30%	-26.26%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	134.29%	-25.73%

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

*Last updated: 1/27/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

In addition to general fund state funding, Bellflower Unified School District receives federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- Lottery: Instructional Materials
- School Based Medi-Cal Billing Options
- Special Education
- California State Preschool Programs (CSPP)
- Title I, II, III, and IV.

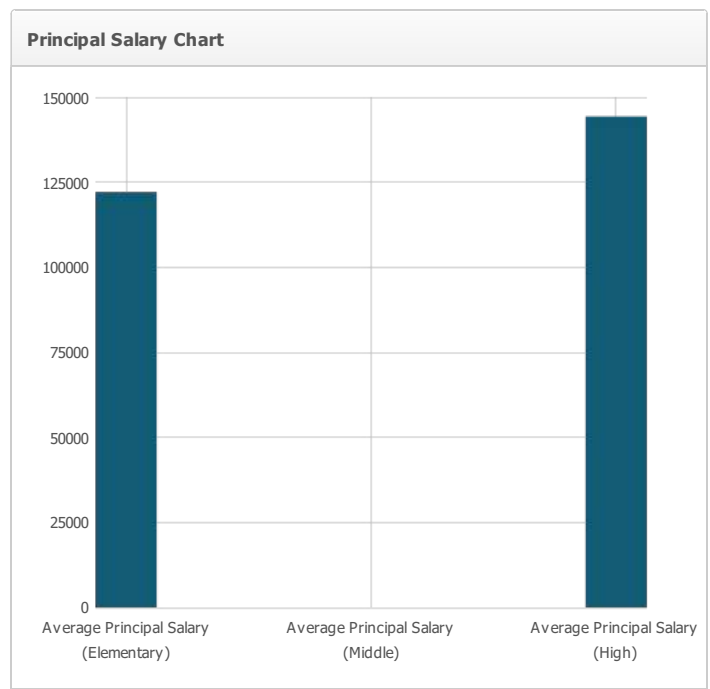
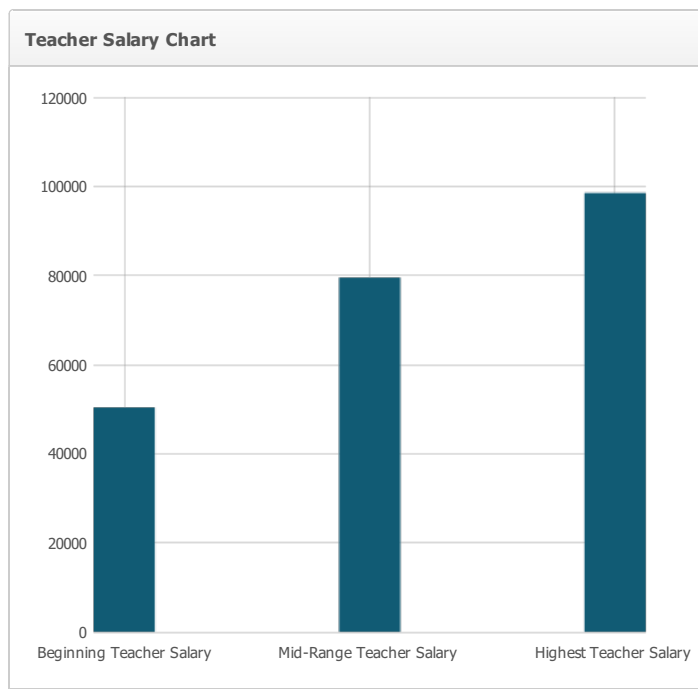
Local Control Funding Formula (LCFF) money supports students as detailed in the district's Local Control Accountability Plan (LCAP), which is developed with input from a variety of stakeholder groups throughout the district's educational community.

*Last updated: 1/10/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,389	\$51,374
Mid-Range Teacher Salary	\$79,520	\$80,151
Highest Teacher Salary	\$98,500	\$100,143
Average Principal Salary (Elementary)	\$122,095	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$144,296	\$143,746
Superintendent Salary	\$224,851	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
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/>.



Last updated: 1/10/2020

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	24	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: 1/10/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2