

Costano Elementary

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.



Ms. Viviana Espinosa, Principal

Principal, Costano Elementary

About Our School

Costano Elementary School is proud to be a nationally recognized Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially.

My name is Viviana Espinosa and I am the proud principal of Costano Elementary School in the city of East Palo Alto. I have served this wonderful community at Costano school for twelve years, including the last six years as the vice principal/principal. I hold a Multiple Subject credential, an Administrative credential, and a Reading Specialist credential as well as two masters degrees in Elementary Education and Educational Leadership. I value and model continued learning as I believe the education field is dynamic and that teaching pedagogies should reflect the students being taught alongside the most current research based student centered instructional practices. I strive to create an inspiring and caring school community that nurtures every child and builds off each individual's strengths. Here at Costano School, I believe that every child is special, that a quality education is a democratic right, and that every child has the right to an educational experience that inspires them, that builds them up, and that provides them with the necessary tools to be successful in life.

Contact

Costano Elementary
2695 Fordham St.
East Palo Alto, CA 94303-1207

Phone: 650-329-2800
Email: vespinosa@ravenswood.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2019—20)	
School Name	Costano Elementary
Street	2695 Fordham St.
City, State, Zip	East Palo Alto, Ca, 94303-1207
Phone Number	650-329-2800
Principal	Ms. Viviana Espinosa, Principal
Email Address	vespinosa@ravenswood.k12.ca.us
Website	http://www.ravenswood.k12.ca.us
County-District-School (CDS) Code	41689996044325

Last updated: 12/17/2019

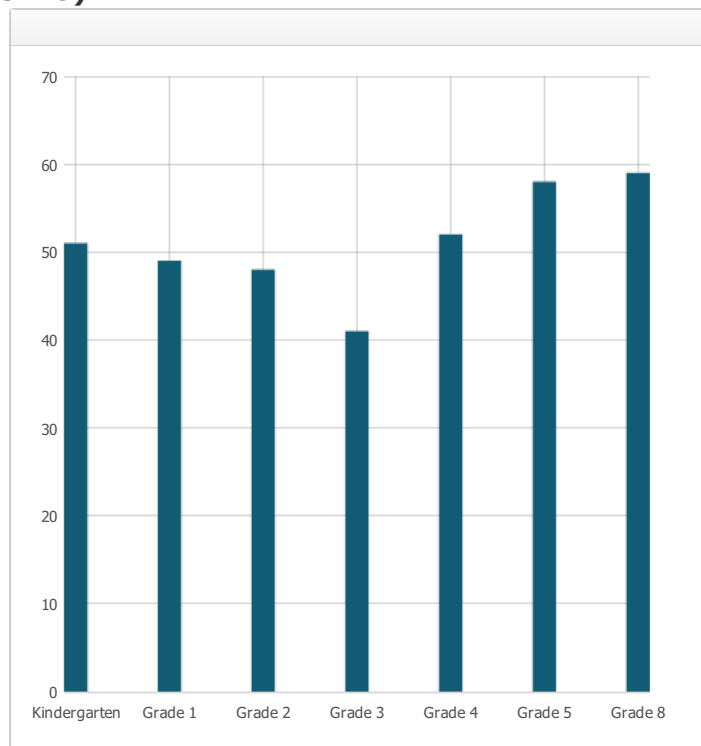
School Description and Mission Statement (School Year 2019—20)

Costano Elementary School is proud to be a nationally recognized Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially. We value education as a democratic value and we believe that every child has the right and capacity to learn and to succeed.

Last updated: 12/17/2019

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

Grade Level	Number of Students
Kindergarten	51
Grade 1	49
Grade 2	48
Grade 3	41
Grade 4	52
Grade 5	58
Grade 8	59
Total Enrollment	358



Last updated: 12/17/2019

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

Student Group	Percent of Total Enrollment
Black or African American	7.80 %
American Indian or Alaska Native	0.30 %
Asian	0.60 %
Filipino	0.30 %
Hispanic or Latino	67.30 %
Native Hawaiian or Pacific Islander	19.80 %
White	2.50 %
Two or More Races	1.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.80 %
English Learners	50.30 %
Students with Disabilities	11.20 %
Foster Youth	0.60 %
Homeless	59.20 %

A. Conditions of Learning

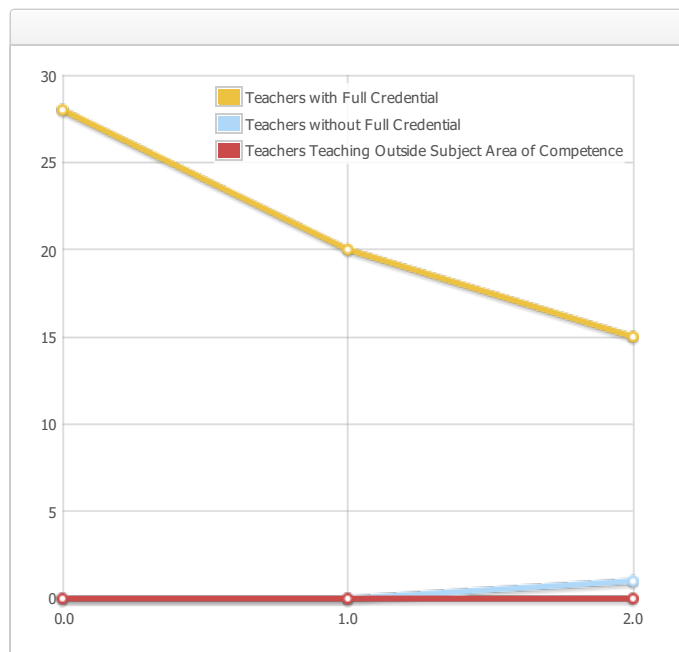
State Priority: Basic

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

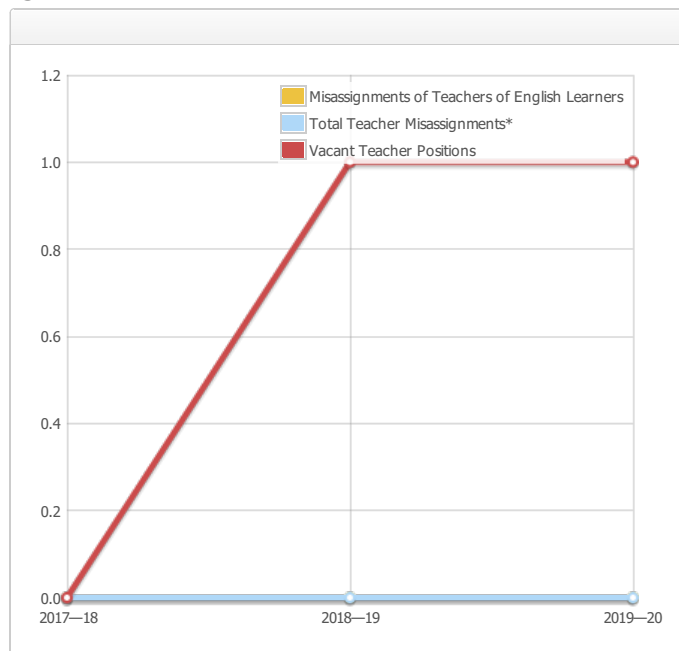
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	28	20	15	110
Without Full Credential	0	0	1	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

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	1	1



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 ELA: Booksource, "Leveled Book Sets," 2015 TK-5 ELD: Hameray, "Oral Language Development Series," 2014	Yes	0.00 %
Mathematics	TK-5: Pearson, "Investigations," 2017	Yes	0.00 %
Science	TK-5: MacMillan/McGraw Hill, "California Science," 2008	Yes	0.00 %
History-Social Science	TK-5: Scott Foresman, "CA Social Studies," 2007	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: 1/13/2020

School Facility Conditions and Planned Improvements

This school site is clean and their grass areas are nicely kept. The district is upgrading the locks schoolwide to comply with safety standards. There are plans for other projects to be done before the end of the school year and over the summer. The school will prepare for a merger with another site, doubling the students served. The district will be preparing for the school to use all available rooms on campus.

Last updated: 1/13/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>A few classrooms need to have some ceiling tiles replaced. Maintenance to repair/Replace.</p> <p>Several classrooms need to have >4' shelves/bookcases anchored to walls. Maintenance to repair.</p> <p>Several classrooms need to reorganize to have only a single layer of items on the top shelf and allow for 18" clearance from ceiling. Principal to address teachers to comply.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Observed ants in a couple of areas. Pest control to address.
Electrical: Electrical	Good	A few classrooms have one or two lights out. Maintenance to replace.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some water faucets and toilets, need to have their pressure adjusted. Maintenance to repair.
Safety: Fire Safety, Hazardous Materials	Good	A couple of classrooms had items blocking the heating vent. Moved items to give 3' clearance.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>Playgrounds need updating. This will be evaluated by district and either be repaired or replaced as soon as possible.</p> <p>The district was pending a decision of what sites would close in 2020-21 to invest in the project.</p>

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/13/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	22.0%	24.0%	18.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	12.0%	16.0%	15.0%	12.0%	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: 1/4/2020

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	218	176	80.73%	19.27%	22.16%
Male	118	96	81.36%	18.64%	16.67%
Female	100	80	80.00%	20.00%	28.75%
Black or African American	16	14	87.50%	12.50%	21.43%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	151	115	76.16%	23.84%	19.13%
Native Hawaiian or Pacific Islander	41	39	95.12%	4.88%	23.08%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	211	170	80.57%	19.43%	20.00%
English Learners	96	68	70.83%	29.17%	7.35%
Students with Disabilities	27	19	70.00%	30.00%	5.26%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	134	111	82.0%	18.0%	17.85%

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: 1/4/2020

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	218	182	83.49%	16.51%	16.02%
Male	118	99	83.90%	16.10%	10.20%
Female	100	83	83.00%	17.00%	22.89%
Black or African American	16	14	87.50%	12.50%	14.29%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	151	120	79.47%	20.53%	14.29%
Native Hawaiian or Pacific Islander	41	39	95.12%	4.88%	7.69%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	209	174	83.25%	16.75%	14.45%
English Learners	96	73	76%	24%	11.21%
Students with Disabilities	30	21	70.00%	30.00%	4.76%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	134	116	87%	13%	12.17%

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: 1/4/2020

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: 1/4/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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: 1/13/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
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

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	7.00%	11.00%	3.00%

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: 1/4/2020

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)

At Costano Elementary our parents and guardians are vital to the success of our program and our students. We have an active and engaged parent leadership team that meets on a weekly basis in the parent room. In addition our School Site Council (SSC) and English Language Advisory Committee (ELAC) meet five times a school year to develop our school's plan, co-create our school goals, analyze data, create a safety plan, and align our budget to our agreed upon site priorities.

Our parents also take on leadership roles in planning and supporting our family art nights, school wide performances, and other culturally rich celebrations. On a class level, our parents are encouraged to connect directly with their child's teacher and are welcome to volunteer in many ways including in the classroom, around the school, and in the after school program.

All parents are welcome and encouraged to join our school community as we know we are strongest working in partnership.

State Priority: Pupil Engagement

Last updated: 12/17/2019

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

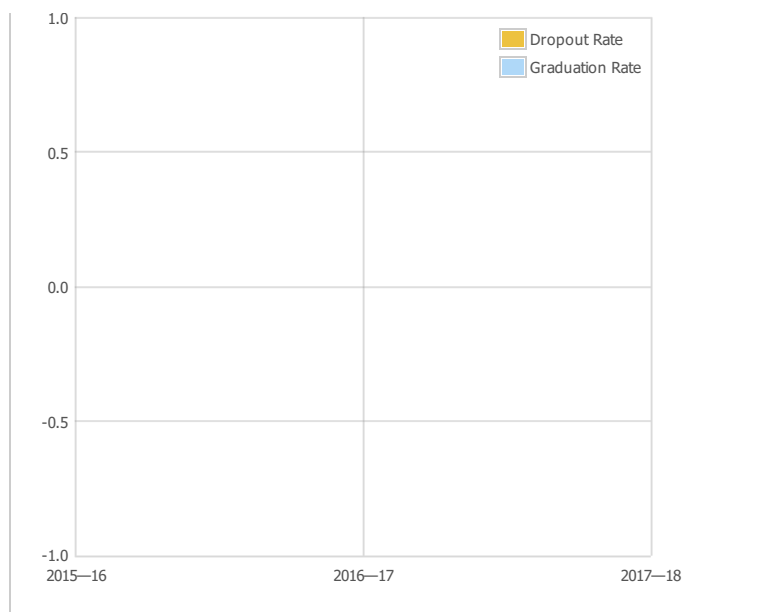
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	19.40%	9.10%	9.60%
Graduation Rate	--	--	67.60%	75.00%	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: 12/17/2019

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	6.00%	3.00%	0.70%	5.50%	3.80%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/17/2019

School Safety Plan (School Year 2019—20)

Our school safety plan was co-created with our School Site Council, site leadership team, and English Language Advisory Committee and was approved by our School Site Council on October 3rd 2019. It was brought before the board on October 10th and it was approved. The plan will be updated to reflect any adjustments and will be presented to the board for approval by March 1st 2020.

Last updated: 12/17/2019

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	23.33		3	
1	19.50		2	
2	22.00		2	
3	17.00	3		
4	31.00		2	
5	30.50		2	
6	29.00		2	
Other**	28.00			

* 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	20.50	2		
1	23.50		2	
2	19.00		2	
3	23.50		2	
4	30.50		2	
5	28.50		2	
6				
Other**	21.00		1	

* 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	22.00		2	
1	24.00		2	
2	23.50		2	
3	20.50		2	
4	27.00		2	
5	30.00		2	
6				
Other**		1		

* 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.

Last updated: 1/8/2020

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	27.33		6	
Mathematics	27.33		6	
Science	27.33		6	
Social Science	27.33		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	30.50		4	
Mathematics	30.50		4	
Science	30.50		4	
Social Science	30.50		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.

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	31.00		2	
Mathematics	30.50		2	
Science	30.50		2	
Social Science	30.50		2	

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

Last updated: 1/8/2020

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

Title	Ratio**
Counselors*	0.14

*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: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.50
Social Worker	0.00
Nurse	0.29
Speech/Language/Hearing Specialist	0.50
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: 1/6/2020

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	\$8510.00	\$2287.00	\$6223.00	\$71218.00
District	N/A	N/A	\$9229.00	\$69622.00
Percent Difference – School Site and District	N/A	N/A	-38.91%	2.29%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-18.69%	-8.60%

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

Last updated: 1/13/2020

Types of Services Funded (Fiscal Year 2018—19)

At Costaño School and the 49ers Academy we offer a range of robust programs and services that include:

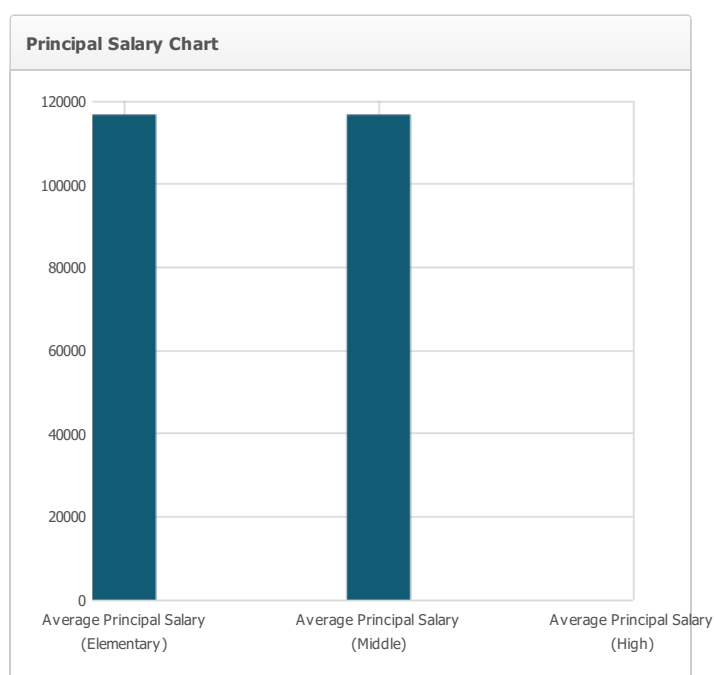
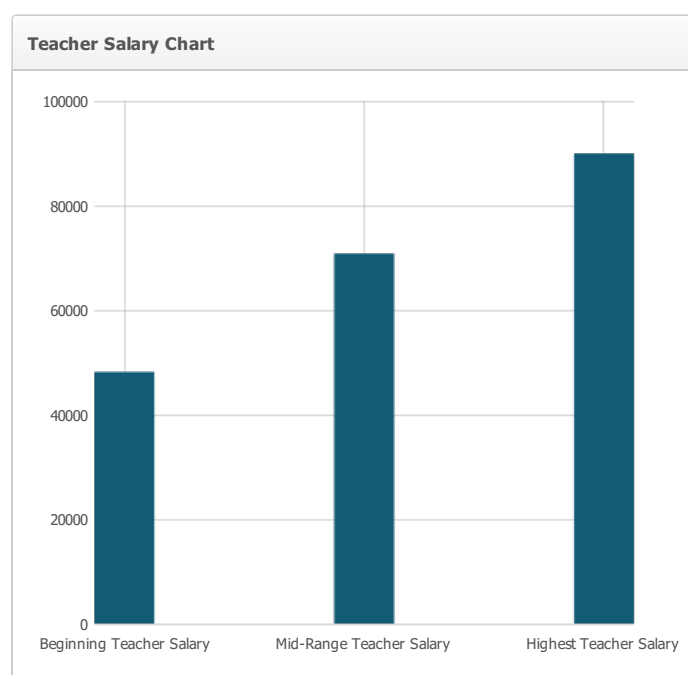
- 49ers Academy provides student mentoring, family & community outreach, school-program support, and a giving center
- All Students Matter Volunteers who are working with a select group of students 1:1 for 6 weeks as a tier 2 reading intervention
- TOSA 3-5 Reading Intervention
- Reading Recovery K-2
- Art Specialist
- Music Specialist
- Arts Integration Specialist and Coaches via Turnaround Arts
- STEAM team for MS
- DELTA squad- supporting students to engage with mathematical practices and inquiry
- After school program which includes sports teams for middle school students

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,158	\$49,378
Mid-Range Teacher Salary	\$70,809	\$77,190
Highest Teacher Salary	\$89,971	\$96,607
Average Principal Salary (Elementary)	\$116,715	\$122,074
Average Principal Salary (Middle)	\$116,715	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$192,814	\$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/6/2020

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: 1/13/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	8.3

Last updated: 1/13/2020