

Vincent Academy

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.



Rosette Costello, Executive Director

Principal, Vincent Academy

About Our School

At Vincent Academy, our commitment is to provide a safe, welcoming and supportive community for our students, staff and community. As recent recipients of the Trunaround Arts Grant, we take every opportunity to use the arts and technology as a vehicle to support student engagement, self esteem, resilience, collaboration and celebrations of our diversity. Relationships are very important at Vincent Academy, and we have a strong Social-Emotional focus in all aspects of our learning environment.

Pending board approval as of 1/31/20

Principal's Comment

"Safety First, Learning Always!" -Rosette Costello

Contact

Vincent Academy
2501 Chestnut St.
Oakland, CA 94607-2477

Phone: 510-452-2100
Email: info@vincentacademy.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
Email Address	kyla.johnson@ousd.org
Website	http://www.ousd.org

School Contact Information (School Year 2019—20)	
School Name	Vincent Academy
Street	2501 Chestnut St.
City, State, Zip	Oakland, Ca, 94607-2477
Phone Number	510-452-2100
Principal	Rosette Costello, Executive Director
Email Address	info@vincentacademy.org
Website	www.vincentacademy.org
County-District-School (CDS) Code	01612590123711

Last updated: 1/31/2020

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

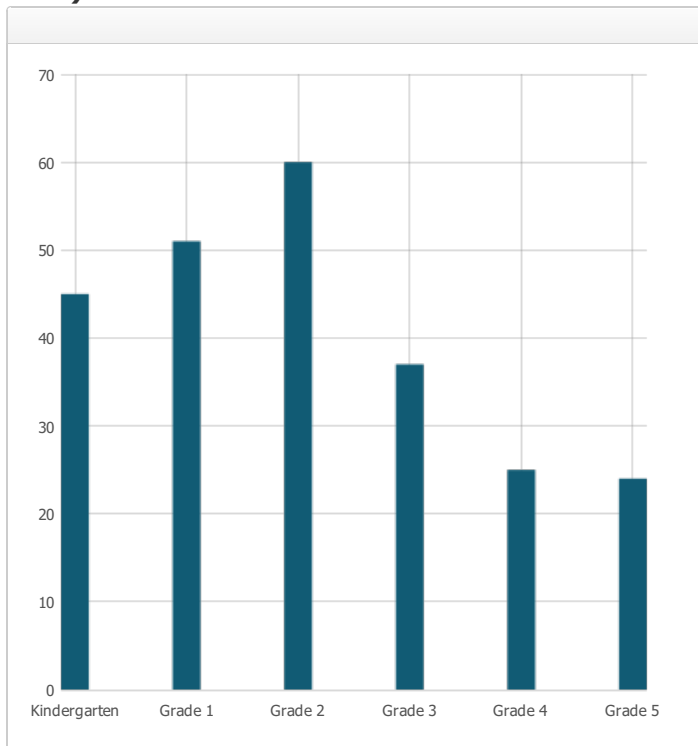
Vincent Academy is a small community-minded elementary school with a sense of responsibility to support the West Oakland Community by providing our students an education that builds 21st Century Skills and prepares them to contribute meaningfully to their world! Our goal is to nurture the leaders of tomorrow in a safe, joyful and rigorous academic environment that builds upon art-integrated learning experience for all students. Vincent Academy is the recipient of the Turnaround Arts grant and is in the first year of implementation. Please learn more about Vincent Academy by visiting our website: www.vincentacademy.org

The mission of Vincent Academy is to provide excellent education, grounded in scholarship, compassion and resilience. The school is founded on the belief that academic success is attainable for all students in the context of family support and community involvement. Our school combines a rigorous academic program, augmented by a rich offering of the arts, with a strong system of education and support services for parents, in partnership with other community organizations. Vincent Academy promotes the intellectual, social and emotional growth of our students, helping them to develop deep respect for, and clear sense of responsibility to, themselves, their families, their cultures and their communities. While striving for academic excellence, we place equal value on the character development and self-esteem of our students. Our robust curriculum prepares our students to be 21st century learners, and seeks to inspire and prepare them to participate actively as members and leaders of a democratic society.

Last updated: 1/31/2020

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	51
Grade 2	60
Grade 3	37
Grade 4	25
Grade 5	24
Total Enrollment	242



Last updated: 1/31/2020

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

Student Group	Percent of Total Enrollment
Black or African American	68.50 %
American Indian or Alaska Native	0.00 %
Asian	1.30 %
Filipino	0.00 %
Hispanic or Latino	17.30 %
Native Hawaiian or Pacific Islander	1.90 %
White	10.90 %
Two or More Races	5.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.70 %
English Learners	19.40 %
Students with Disabilities	14.00 %
Foster Youth	0.00 %
Homeless	0.40 %

A. Conditions of Learning

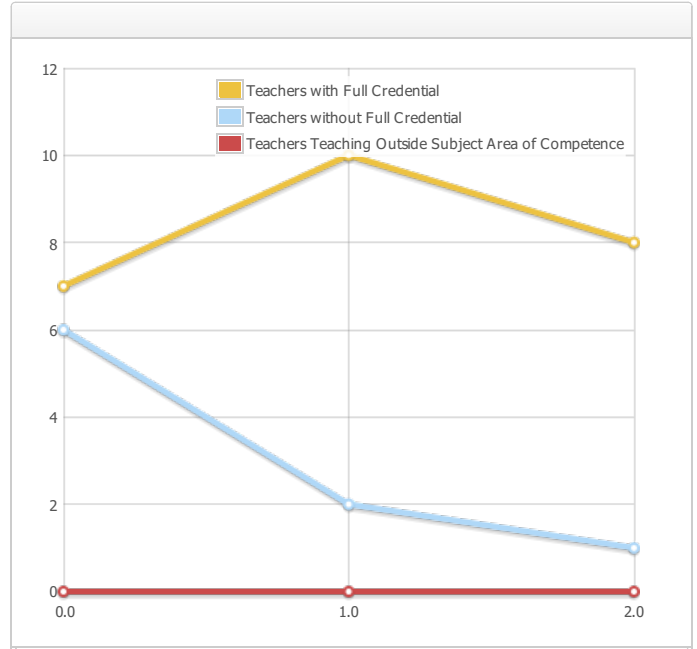
State Priority: Basic

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

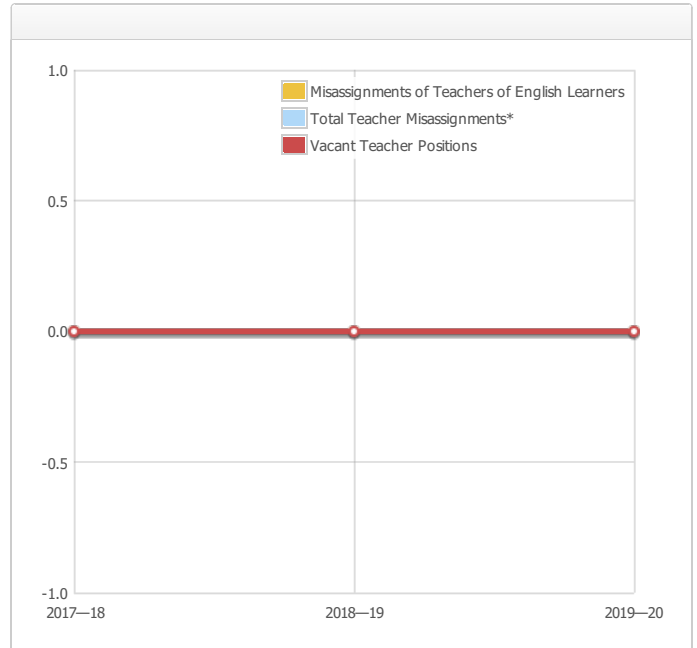
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	7	10	8	1615
Without Full Credential	6	2	1	388
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading A-Z Being a Writer Units of Study Reading Units of Study Writing Epic Rime Time Integrated Literature Word Their Way Designated and Integrated ELD materials	Yes	0.00 %
Mathematics	Bridges Math Reflex Math	Yes	0.00 %
Science	Foss Non-Fiction Texts	Yes	0.00 %
History-Social Science	Reflections Social Studies Alive Integrated Literature Units of Study	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Integrated Units SEL Curriculum (Toolbox, Kimochi, Zones of Regulation, Mindfulness) Puberty Ed (5th grade)	Yes	0.00 %
Visual and Performing Arts	Project Zero Studio Habits Visual Thinking Strategies Making Learning Visible	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: 1/31/2020

School Facility Conditions and Planned Improvements

The school facility is clean and adequate. There are no facility safety issues.
 Both the slope and drainage of the front office exterior pavement were recently adjusted to be more efficient.
 The gutters have been recently cleaned.
 There is no needed maintenance at this time.
 Playground area periodically needs surface patching.

Overhang needs surface cover for rain diversion.

Pipe need installation for rain diversion.

Last updated: 1/31/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rain Deterrent needed on overhang and with drain pipe installation.
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	Installation of overhang cover is planned.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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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)	19%	15%	36%	36%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	12%	14%	29%	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: 1/31/2020

**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	80	79	98.75%		15.19%
Male	36	35	97.22%		8.57%
Female	44	44	100.00%		20.45%
Black or African American	54	53	98.15%		13.21%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%		29.41%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	65	64	98.46%		18.75%
English Learners	22	22	100.00%		22.73%
Students with Disabilities	17	16	94.12%		0.00%
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	80	79	98.75%		13.92%
Male	36	35	97.22%		11.43%
Female	44	44	100.00%		15.91%
Black or African American	54	53	98.15%		11.32%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%		23.53%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	65	64	98.46%		14.06%
English Learners	22	22	100.00%		13.64%
Students with Disabilities	17	16	94.12%		0.00%
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)

We focus on 21st Century Skills and sponsor Career Days.

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	0.00%
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
5	13.00%	34.80%	13.00%

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: 1/31/2020

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)

Parent Engagement is multi-faceted and encouraged by the welcoming community culture of the school. Communication is fluid, flexible and includes formal and informal conferencing opportunities, school wide home/community meetings with teachers and families, written, phone and text contact as well as weekly and monthly newsletters; parent communication is timely and extensive. Teachers, staff and administration work as partners in making these connections with families recognizing and accommodating the diversity of family needs. All teachers conduct home visits that build relationships, share understandings and learn about ways to support student growth. Family input is important in determining many engagement opportunities in addition to the regularly scheduled Parent Teacher Advisory Meetings and the Site Councils. Many events are celebratory of our students, such as plays, musicals and academic contests- because we know those events implicitly encourage parents to learn about and participate in their school. We survey families to determine their interest in contributing to the school as fundraisers, room parents, class volunteers, providing demo lessons, talking about careers as well as other opportunities. For 19-20, in addition to our Council Meetings and volunteer opportunities, just some of the engagement opportunities include Back to School BBQ, Pumpkin Patch, Grandparent Day, Recruitment, Art Show opening at Oakland Public Library, Saturday Art Task Party, Geography Bee, Black History Month events, Spring Musical and Career Day. We recently developed Learning Parent Education topics for this year, as determined by parent input, including Wellness and Writing with Children.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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

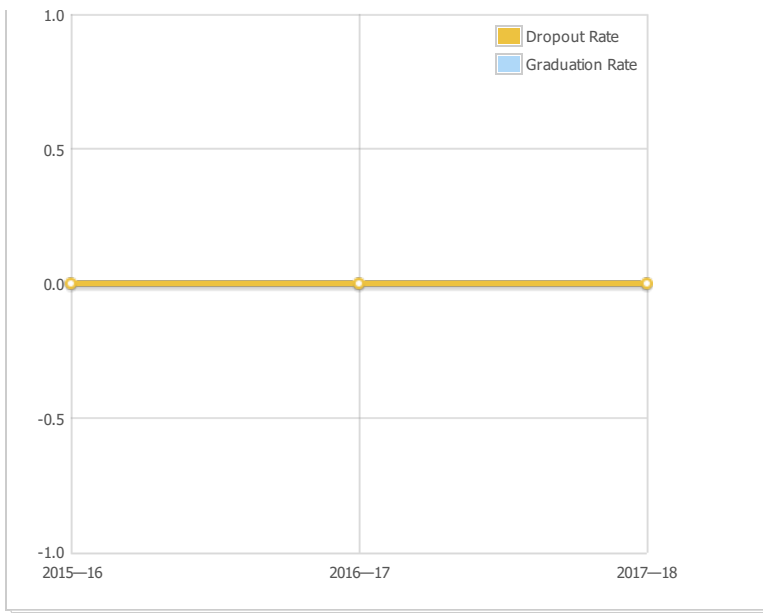
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	20.30%	9.70%
Graduation Rate	--	64.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	13.50%	13.90%	9.10%	9.60%
Graduation Rate	--	--	73.70%	74.80%	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: 1/31/2020

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	3.10%	0.70%	5.00%	4.10%	4.40%	4.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

The Vincent Academy Emergency Management Plan identifies the School's Emergency Planning, Organization and Response Policies and Procedures. The Plan address how the school will respond to any emergency, disaster or extraordinary event, from preparation to response and through short-term recovery.

The Safety Plan was reviewed and approved on Nov, 12, 2019 and no additional revisions were indicated.

School day staff review the plan annually and drills are scheduled monthly

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	19.00	2	2	
1	24.00		1	
2	20.00	2	1	
3	30.00		1	
4	24.00		2	
5	26.00		1	
6			0	
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	15.00	4		
1	23.00		3	
2	23.00		2	
3	28.00		1	
4	21.00		1	
5	21.00	1	1	
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	15.00	3		
1	26.00		2	
2	26.00		2	
3	23.00		2	
4	25.00		1	
5	24.00		1	
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	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* 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	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* 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	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* 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*	0.00

*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)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
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: 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	\$15622.00	\$5551.00	\$10071.00	\$52222.00
District	N/A	N/A	\$5306.66	\$63149.00
Percent Difference – School Site and District	N/A	N/A	190.00%	83.00%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	134.00%	63.00%

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

We offer a range of services that provide academic and affective support for students such as:

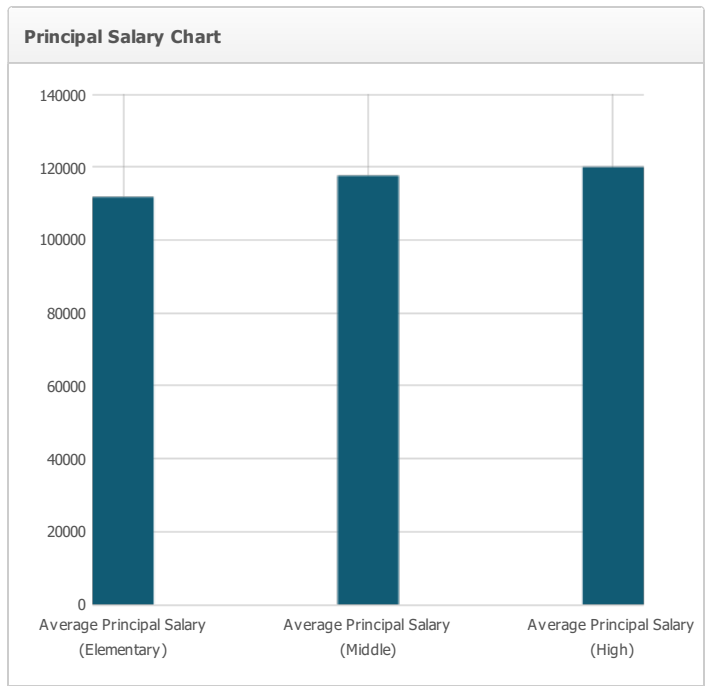
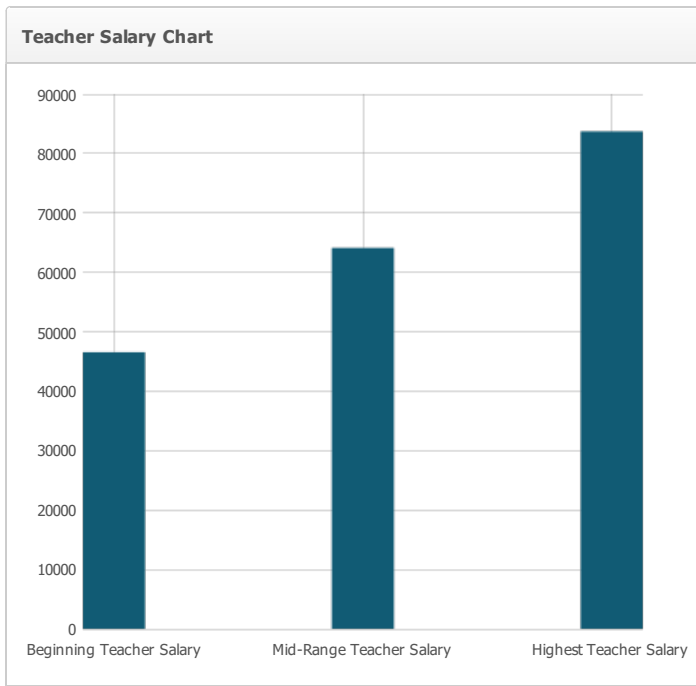
- Medi Cal and Non- Medi Cal counselling services
- Behavior Intervention Support
- PARA Professional Support
- Toolbox SEL Program
- Meditation Program
- Yoga Program
- Arts Integration Partnership ACOE
- Library Volunteer
- Literacy Consultant
- Technology Instruction
- Music Consultant Instruction
- After School Program- Enrichment and Instruction
- Zones of Regulation

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	\$46,570	\$48,612
Mid-Range Teacher Salary	\$64,124	\$74,676
Highest Teacher Salary	\$83,724	\$99,791
Average Principal Salary (Elementary)	\$111,786	\$125,830
Average Principal Salary (Middle)	\$117,636	\$131,167
Average Principal Salary (High)	\$120,003	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	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: 1/31/2020

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	18	15	15