

San Antonio High School (Continuation)
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	San Antonio High School (Continuation)
Street	500 Vallejo Street
City, State, Zip	Petaluma
Phone Number	(707) 778-4758
Principal	Rebecca Lofton
Email Address	rlofton@petk12.org
Website	https://www.petalumacityschools.org/sanantonio
County-District-School (CDS) Code	49-708624935862

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2020-2021)

San Antonio High School (SAHS) is a continuation high school for students who need a more individualized program to complete high school credits. Students receive daily instruction in classes with fewer than 20 students. Additionally, all students are assigned a mentor teacher, have access to an academic counselor, a marriage and family therapy (MFT) counselor, and a very supportive staff, while they attend and complete their graduation goal. Students can also access the San Antonio satellite office of the Petaluma Health Center for medical concerns. San Antonio High School is accredited by the Western Association of Schools and Colleges (WASC), with our most current accreditation occurring in 2018.

San Antonio High School provides a positive alternative education for students who have not found success in other settings. We believe that our students, regardless of past experiences, possess the potential for improved life skills, increased academic performance, and enhanced awareness and self-esteem. We believe every student can succeed when they begin to see themselves as valuable, productive members of society. We endeavor, as a school community, to be a place where students are inspired, and supported, to pursue their passions and creativity.

Our special focus is a schoolwide approach that uses current standards-based instruction while supporting our students social and emotional growth with mentorships, school wide activities and team building exercises. We continue to work on close reading, analysis, and interpretation of a variety of media to help students develop effective writing and speaking skills. We foster collaboration through group work and presentations that illustrate their thinking and learning. In short, we strive to engage the whole student so that are positioned to take their place in the world as successful members of society.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	4
Grade 10	4
Grade 11	21
Grade 12	56
Total Enrollment	85

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Filipino	1.2
Hispanic or Latino	67.1
White	27.1
Two or More Races	3.5
Socioeconomically Disadvantaged	83.5
English Learners	11.8
Students with Disabilities	24.7
Foster Youth	1.2
Homeless	2.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	9	9	274
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Prentice Hall Gold, Prentice Hall 5th edition; 2005</p> <p>The Great Gatsby by F. Scott Fitzgerald; Scribner, 2004</p> <p>A Moveable Feast by Ernest Hemingway; Scribner, 1992</p> <p>The Absolutely True Diary of a Part-Time Indian by Sherman Alexie; Little Brown and Company, 2007</p> <p>One Flew Over the Cuckoo's Nest by Ken Kesey; Signet, 1989</p> <p>Bad by Jean Ferris; Farrar Strauss Giroux, 1998</p> <p>The Female of the Species by Mindy McGinnis; Katherine Tegan Books, 2016</p> <p>The Color Purple by Alice Walker; Mariner Books, Houghton Mifflin Harcourt, 1992</p> <p>I Know Why the Caged Bird Sings; Maya Angelou; Little Brown Book Group, 1984</p> <p>I'm Not Your Perfect Mexican Daughter by Erika L. Sánchez; Knopf Books for Young Readers, 2017</p> <p>Study Sync</p>	Yes	0.0%
Mathematics	<p>14 CPM, Core Connection Integrated 1, 2014, CPM Education</p> <p>15 CPM, Core Connections, Integrated 2, 2015, CPM Education</p> <p>20 Business Math, 2006, South-Western</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	"Biology" Prentice Hall 2002 Kenneth R. Miller Ph.D, Joseph Levine Ph.D Holt "Science Spectrum: A Physical Approach" 2001 Ken Dobson, John Holman, Michale Roberts	Yes	0.0%
History-Social Science	Grade 10-12: Modern World History "Patterns of Interaction" 2003 Economics, 2003, Holt-Rinehart The Americans Reconstruction to the 21st Century 2003 by McDougal Litttel Inc.	Yes	0.0%
Foreign Language	ONLINE LANGUAGE PROGRAMS: Conjugemos Quia Quizlet Spanish II (Spanish for heritage speakers) El espanol para nosotros - curso para hispanohablantes - Schmitt Glencoe 2006, Adopted 2012 Exploratory Spanish Realidades 1 Prentice Hall Boyles, Met, Sayers, Wargin Copyright 2008 Spanish for Native/Heritage Speakers El español para nosotros Nivel 1 - Curso para hispanohablantes. McGraw Hill-Glencoe Conrad J Schmitt Copyright 2006	Yes	0.0%
Health	Making Life Choices - West End Publishing 2nd Edition - 1999 Physical Education Text: Personal Fitness Looking Good and Feeling Good Authors: Charles S. Williams Emmanouel G. Harageones Dewayne J. Johnson Charles D. Smith Kendall Hunt Publishing Company 2005	Yes	0.0%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

Overall, the school facility is in good repair.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	3	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	6	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs are not offered at San Antonio High School.

Career Technical Education (CTE) Participation (School Year 2019-2020)

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	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	90.59
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are encouraged to attend the our annual Back to School night, Open House - Digital Portfolio Night, our Spring and Fall Alternative Education Parents' Night, and our bi-annual college nights and financial aid information nights. We regularly communicate with families using Parent Square and publish a monthly newsletter that is shared with families and contains updates on current events, planned activities and important upcoming dates. Our Site Council is active and involved in budget discussions with representation from parents, students, staff and community members.

State Priority: Pupil Engagement

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 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
Dropout Rate	30.8	39.2	10.2	5.5	7.2	3.6	9.1	9.6	9
Graduation Rate	36.5	37.3	53.1	85.2	85.3	86.7	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	18.9	14.9	8.7	8.5	3.6	3.5
Expulsions	3.0	0.0	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.17	9.85	NA
Expulsions	0	0.18	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

San Antonio High School’s comprehensive School Safety Plan is designed in collaboration with the Valley Oaks High School staff to provide a framework for protecting students, staff, and the school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and District policy and Administrative Regulations and was last updated and reviewed by school staff, Fall 2020. Drills are held with students, staff and District personnel to practice implementation. Our Safety Plan focuses on prevention and intervention. An experienced campus supervisor monitors the the campus during school hours.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	10	11			16	9			15	9		
Mathematics	10	4			15	3			41			2
Science	15	4			15	4			16	4		
Social Science	12	9			18	5			16	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	283.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,618.32	\$4,927.28	\$7,691.04	\$74,315
District	N/A	N/A	\$5,615	\$73,153
Percent Difference - School Site and District	N/A	N/A	31.2	1.6
State	N/A	N/A	\$7,750	\$83,059
Percent Difference - School Site and State	N/A	N/A	-0.8	-11.1

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

Types of Services Funded (Fiscal Year 2019-2020)

San Antonio High School offers a wide variety of supports and opportunities for students to meet their graduation goals. We offer an after school study hall for credit recovery; students have access to online learning, and credit recovery via the Edgenuity platform administered by a credentialed teacher; students have the option to co-enroll in Adult Education, Santa Rosa Junior College, or both; and teachers are available to support students at lunch and after school. Every student enrolled in San Antonio High School has access to an academic counselor and a college and career counselor who assists with job placement and applications for scholarships and post high school opportunities. Additionally, every student is assigned a mentor teacher responsible for helping the student navigate their path towards graduation. Our Teen Center boasts a pool/ping pong table and provides a safe place for students to hang out during break or at lunch time. We participate in intramural sports with other alternative high schools and offer opportunities for all students to participate in basketball and soccer. We host weekly meetings of You Thrive, a group that promotes student responsibility and healthy choice. Our social/emotion counselors provide ongoing support and help students focus on their goal of graduation. Petaluma Health Center supports a satellite office on our campus, providing our students with professional and confidential medical services.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,479	\$49,782
Mid-Range Teacher Salary	\$60,056	\$76,851
Highest Teacher Salary	\$86,277	\$97,722
Average Principal Salary (Elementary)	\$103,961	\$121,304
Average Principal Salary (Middle)	\$109,099	\$128,629
Average Principal Salary (High)	\$117,833	\$141,235
Superintendent Salary	\$212,364	\$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Four professional development days have been built into the work year calendar for 2018-2019, 2019-2020, and 2020-2021 with one PD designated as a site specific PD opportunity. District staff were surveyed to collect teacher professional development interest/need. The area of highest interest/need were selected as topics for our professional development days. The professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, ACES/Trauma Informed Classroom Management, effective influences on student learning, accessing/discerning reliable information, and environmental literacy. The K-12 Curriculum/Staff Development committee met and planned the current three professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.