

# School Accountability Report Card

## Reported Using Data from the 2018–19 School Year

California Department of Education

### *For Passageway School Non-Public School*

**Address:** 1153 Lawrence Dr. Newbury Park, CA 91320

**Phone:** (805)375-4950

**Principal:** Jerry Hansen

**Grade Span:** K-12+

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

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

Entity	Contact Information
School Name	Passageway School
Street	1153 Lawrence Dr.
City, State, Zip	Newbury Park, CA 91320
Phone Number	(805) 375-4950
Principal	Jerry Hansen
Email Address	passagewayschool_diana@yahoo.com
Website	passagewayschool.net
County-District-School (CDS) Code	56-73759-623939

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

*Passageway is a non-public school for students with special needs located in Newbury Park, Ca. Our primary goal is to provide individual instruction to meet the individual needs of each student, whether that is determined as a Functional Skills Curriculum or Academic Track Curriculum.*

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	0
Grade 6	3
Grade 7	4
Grade 8	2
Ungraded Elementary	N/A
Grade 9	6
Grade 10	3
Grade 11	5
Grade 12	10
Ungraded Secondary	N/A
Total Enrollment	34

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	1
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	12
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	17
<b>Two or More Races</b>	3
<b>Socioeconomically Disadvantaged</b>	0
<b>English Learners</b>	0
<b>Students with Disabilities</b>	34
<b>Foster Youth</b>	0
<b>Homeless</b>	0

**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**

<b>Teachers</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>School 2019–20</b>	<b>District 2019–20</b>
<b>With Full Credential</b>	4	4	4	DPL
<b>Without Full Credential</b>	0	0	0	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	DPL

**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.

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

*Year and month in which the data were collected:*           DPL          

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	N/A	0
Mathematics	N/A	N/A	0
Science	N/A	N/A	0
History-Social Science	N/A	N/A	0
Foreign Language	N/A	N/A	0
Health	N/A	N/A	0
Visual and Performing Arts	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

**School Facility Conditions and Planned Improvements**

*The school is cleaned on a daily basis. A weekly crew comes in to do a weekly deep cleaning. Repairs are done on a needed basis. An annual fire inspection is completed, along with an annual fire extinguisher check. A all school fire drill is completed every month. Repairs are done immediately as needed.*

**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:**           DPL          

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:**           DPL          

**Overall Rating**

Exemplary	Good	Fair	Poor
		X	

## 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)	*	*	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	*	*	DPC	DPC	DPC	DPC

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.

**\*School testing is conducted at this school sight; students scores are associated with their home district.**

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

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

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.



**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>
<b>Science (grades 5, 8 and high school)</b>	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.

**Career Technical Education (CTE) Programs (School Year 2018–19)**

***Individual students are chosen by the IEP team to attend a Career Education Program depending on how the student is doing in their regular school subjects. Career Education consists of many different career choices such as: Agriculture and Natural Resources, Arts, Media, and Entertainment, Building and Construction Trades, Engineering and Architecture, Health Science and Medical Terminology, Information and Communication Technology, Manufacturing and Product Development, Marketing, Sales, and Service, Public Service, Transportation.***

***WorkAbility: High School Students can earn the privilege to participate in WorkAbility, if they are selected by the school Administrator through good behavior, attendance and class participation. WorkAbility is a national recognized school-to-work program that provides comprehensive career assessment and guidance, job development training, worksite training/employment opportunities and job placement support for high school youth with disabilities who are making transition from school to work, Independent living and post-secondary education training.***

***WorkAbility is a valued component of the California Department of Education's workforce development system as it strives to meet the needs of all students.***

***WorkAbility collaborates with local agencies and resources to ensure an unduplicated, cost effective delivery of services.***

***WorkAbility emphasizes strong work ethics and provides secondary students with an understanding of job seeking and job keeping skills. The employability of the student is further enhanced by structured vocational training and stabilized and unstabilized work experience.***

**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
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	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 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	0	0	0
7	0	0	0
9	0	0	0

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.

**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)**

*All parents and caregivers are notified (sent home documentation) daily on a school wide point sheet system. All parents are welcome on campus before, during and after school, by contacting the front office to set up an available date and time of visit.*

**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)***

<b>Indicator</b>	<b>School 2015–16</b>	<b>District 2015–16</b>	<b>State 2015–16</b>
<b>Dropout Rate</b>	DPC	DPC	DPC
<b>Graduation Rate</b>	DPC	DPC	DPC

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

<b>Indicator</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
<b>Dropout Rate</b>	DPC	DPC	DPC	DPC	DPC	DPC
<b>Graduation Rate</b>	3	3	DPC	DPC	DPC	DPC

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### **Suspensions and Expulsions**

<b>Rate</b>	<b>School 2016– 17</b>	<b>School 2017– 18</b>	<b>School 2018– 19</b>	<b>District 2016– 17</b>	<b>District 2017– 18</b>	<b>District 2018– 19</b>	<b>State 2016– 17</b>	<b>State 2017– 18</b>	<b>State 2018– 19</b>
<b>Suspensions</b>	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
<b>Expulsions</b>	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

#### **School Safety Plan (School Year 2019–20)**

*All classrooms display the school evacuation and safety map. Passageway has a yearly fire inspection clearance/fire extinguishers inspection. Passageway has a monthly fire drill for all students and staff.*

### **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	12	4	DPC	DPC
1	12	4	DPC	DPC
2	12	4	DPC	DPC
3	12	4	DPC	DPC
4	12	4	DPC	DPC
5	12	4	DPC	DPC
6	12	4	DPC	DPC
Other**	12	4	DPC	DPC

\*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	12	4	DPC	DPC
1	12	4	DPC	DPC
2	12	4	DPC	DPC
3	12	4	DPC	DPC
4	12	4	DPC	DPC
5	12	4	DPC	DPC
6	12	4	DPC	DPC
Other**	12	4	DPC	DPC

\*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	12	4	DPC	DPC
1	12	4	DPC	DPC
2	12	4	DPC	DPC
3	12	4	DPC	DPC
4	12	4	DPC	DPC
5	12	4	DPC	DPC
6	12	4	DPC	DPC
Other**	12	4	DPC	DPC

\*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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC

\*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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC

\*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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC

\*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 Academic Counselors to Pupils (School Year 2018–19)**

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	DPC

\*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 2018–19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	DPC
<b>Library Media Services Staff (Paraprofessional)</b>	DPC
<b>Psychologist</b>	DPC
<b>Social Worker</b>	DPC
<b>Nurse</b>	DPC
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	DPC
<b>Other</b>	1

\*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 2017–18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	DPL	DPL	DPL	DPL
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	50,000	DPC
<b>Mid-Range Teacher Salary</b>	55,000	DPC
<b>Highest Teacher Salary</b>	75,000	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	30%	DPC
<b>Percent of Budget for Administrative Salaries</b>	30%	DPC

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

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	DPC	N/A
<b>English</b>	DPC	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	DPC	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	DPC	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	DPC	DPC

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

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

**Professional Development**

<b>Measure</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	DPL	DPL	DPL