

School Accountability Report Card

School Year 2019-20

(Published during 2020-21)

Edwin & Anita Lee Newcomer Elementary School

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Calif.School ID #: 6089569

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

School Description CEC is a K-5 school that serves newly arrived Chinese-speaking students who are non-English proficient. Students attend CEC for one year before they are reassigned to "regular" District schools. All students receive intensive English Language Development, Chinese Language Arts, bilingual instruction in the core subjects, computer literacy, and extended learning activities in health and safety education, fieldtrips, dance, art and music. Our ExCEL afterschool program is focused on extending the academic instruction and supplementing it with various enrichment opportunities. An active School Site Council provides guidance in school decisions.

Mission Statement: The Chinese Education Center is a public elementary school focused on meeting the unique needs of new Chinese immigrant students and families. Our goal is to prepare limited-English proficient students for regular school programs within one academic year and to acculturate newcomer families for life in America. We do whatever is necessary to support the ongoing and changing needs of the students and families within a positive, nurturing, and academic environment.

Student Enrollment By Grade Level (School Year 2019-20)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	2
1	4
2	10
3	11
4	9
5	10
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	46

Student Enrollment By Group (School Year 2019-20)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	
American Indian or Alaska Native	
Asian	100
Filipino	
Hispanic or Latino	
Pacific Islander	
White (Not Hispanic)	
Two or More Races	

Socioeconomically Disadvantaged	95.7
English Learners	97.8
Students with Disabilities	
Foster Youth	
Homeless	

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2020-21</i>
With Full Credential	6	6	6	2307
Without Full Credential	0	0	0	156
Teaching Outside Subject Area of Competence	0	0	0	108

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<i>Indicator</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 6, 2020 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2019-2020, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 6, 2020 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			-Library: Ceiling lights out.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary	X			
Inspection Date	Fall 2020			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The CEC school building was modernized through the Proposition A bond measure. Extensive renovations were completed in January 2009. Renovations included real walls for the classrooms on the second floor, semi-enclosed classrooms on the first floor, built-in cabinets in the classrooms, new bathroom fixtures, a new air conditioning system, new stairwells and elevator. Most of all, the building was made accessible in accordance with ADA requirements. The campus is well maintained by the custodian, staff and students. The school community appreciates all the improvements that have made the learning environment more attractive and joyful for the students.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students

	<i>Percent of Students Meeting or Exceeding State Standards</i>					
	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>Subject</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2018-19</i>
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	9	N/A	49	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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2019-20)

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
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
African American	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	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
Pacific Islander/Hawaiian	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
Economically 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
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.

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2019-20)

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
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
African American	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	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
Pacific Islander/Hawaiian	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
Economically 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
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.

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Gr 5,8 and high school)	0	N/A	37	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 Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
Homeless	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.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Indicator</i>	<i>Percent</i>
2019-20 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
 - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2019-20)

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 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-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Dropout Rate				13.1	11.2	30.9	9.1	9.6	9
Graduation Rate				73.1	72.1	64.6	82.7	83	84.5

State Priority: School Climate

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

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

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

The School Site Emergency Operations Plan was established in accordance with the SFUSD 's Standardized Emergency Management System in August, 2009. The Site Emergency Response Team, with clearly defined roles and responsibilities, is responsible for coordinating emergency response by all staff and students at the school site. We conduct monthly fire, earthquake and evacuation drills. An Emergency Evacuation Plan is posted in every room in the school. Each classroom has a first aid box, a flashlight, and copies of students' emergency cards. Each student also has an emergency bag of bottled water and dried food. There are additional emergency supplies stored in the yard and the office. We follow District directions in providing support and maintaining documentations for students with medical conditions. All school stakeholders are informed of the School Emergency Operations Plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions	0.00	0.00	0.00	1.60	1.70	1.50	3.5	3.5	2.6
Expulsions	0.00	0.00	0.00	0.00	0.00	0.02	0.1	0.1	0.06

Note: For 2019-20, data collected between July through February, partial school year due to the COVID-19 pandemic.

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

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

All parents are invited to join the SSC and the ELAC. Elected representatives assist with developing and monitoring the School's Balanced Scorecard. On Back to School Night, parents and guardians participate in a general assembly for an overview of the school Balanced Scorecard, Parent Handbook, and school rules. This presentation is followed with classrooms visits. All Parent/Teacher Conferences have 100% parent attendance. At the beginning of the year, parents and guardians complete a parent workshop survey that identifies the kinds of workshops they would like to have offered by the school. Based on the survey, workshops on effective parenting, learning support, home literacy, health and safety are scheduled monthly and conducted in Chinese or translation is provided. A home reading program promotes daily family reading. A weekly bilingual newsletter informs parents about upcoming activities. All school events, including SSC meetings, are well attended by enthusiastic parents and members of the Chinatown community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Victor Tam

415-291-7918

Section D (Other SARC Information) begins on next page.

Section 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)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2017-18			Avg Class Size	2018-19			Avg Class Size	2019-20		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	2			7	1						
1												
2	8	1			8	1						
3												
4	14	1										
5	20	1			9	2						
6												
Other					9	2			8	6		

Academic Counselors and Other Support Staff (School Year 2019-20)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Ratio
Academic Counselors	--

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-20)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil (Restricted)</i>	<i>Expenditures Per Pupil (Unrestricted)</i>	<i>Average Teacher Salary</i>
School Site	\$7,405	\$391	\$7,014	\$75,872
District	----	----	\$7,014	\$75,872
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,750.12	\$82,403
Percent Difference - School Site and State	----	----	-9%	-8%

Types of Services Funded (Fiscal Year 2019-20)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

All budget allocations are aligned with the activities written in the School Balanced Scorecard to meet targeted goals. Given a limited budget, the majority of the categorical funds are spent on Instructional Aides' Salaries and Substitute Days to provide additional learning opportunities and afterschool tutorial for targeted students. The EXCEL afterschool grant provides afterschool tutorial and enrichment for targeted students daily. Other funding sources such as the ELAP grant and Prop H allocation will pay for salaries, fieldtrips, a dance program and instructional materials. Community support through volunteer services and monetary donations help to increase resources for improving student achievement and to make-up for services that have been reduced or compromised due to Federal and State budget cuts.

Teacher and Administrative Salaries (Fiscal Year 2019-20)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
Beginning Teacher Salary	\$48,909	\$50,029
Mid-Range Teacher Salary	\$80,047	\$77,680
Highest Teacher Salary	\$100,094	\$102,143
Average Principal Salary (Elementary)	\$122,941	\$128,526
Average Principal Salary (Middle)	\$128,942	\$133,574
Average Principal Salary (High)	\$133,360	\$147,006
Superintendent Salary	\$310,000	\$284,736
Percent of Budget for Teacher Salaries	32	33
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2019-20)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.