

Aspire Langston Hughes 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.



Dr. Bryce Geigle, Principal

Principal, Aspire Langston Hughes Academy

About Our School

LHA Titans,

Our team of educators at LHA are committed to ensure an equitable and rigorous learning environment that serves the needs of every Titan scholar – every minute of every day. We lead and teach with the love, support, and urgency needed for our scholars and educators to attain excellence.

Our scholars and their families will always be our first priority. We strive to (1) create an uplifting joyful culture on our campus and beyond, (2) design the conditions needed for high-quality teaching and learning, and (3) ensure our systems of support meet every student's need in a consistent and timely manner.

We work tirelessly to ensure every LHA scholar has the access and opportunity to reach our "College for Certain" mission and vision. Our Titan educators are devoted to developing life-long authentic partnerships with our LHA parents and families to ensure student outcomes are achieved. Our gratitude is endless for the students and families who enlist their trust in us to provide an educational environment that presses academics, yet nurtures character.

Our team and I look forward to partnering with every member of our LHA family!

Go Titans!

Bryce Geigle, Ed.D. | Principal
Langston Hughes Academy
Aspire Public Schools

Contact

Aspire Langston Hughes Academy
2050 West Ln.
Stockton, CA 95205-3358

Phone: 209-943-2389
Email: data-contact@aspirepublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Stockton Unified
Phone Number	(209) 933-7070
Superintendent	John Deasy
Email Address	jdeasy@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2019—20)	
School Name	Aspire Langston Hughes Academy
Street	2050 West Ln.
City, State, Zip	Stockton, Ca, 95205-3358
Phone Number	209-943-2389
Principal	Dr. Bryce Geigle, Principal
Email Address	data-contact@aspirepublicschools.org
Website	www.aspirepublicschools.org/langstonhughes
County-District-School (CDS) Code	39686760118497

Last updated: 12/12/2019

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

English and Spanish SARCs can be found on the school's landing page at www.aspirepublicschools.org

Aspire Langston Hughes Academy opened in 2006

Aspire Langston Hughes Academy (LHA) is a College-For-Certain secondary charter school within the Aspire Public Schools network. Aspire Public Schools is a non-profit organization that operates high performing charter schools across the state of California that focus on one goal -- preparing urban students for college. LHA is chartered through Stockton Unified School District in San Joaquin County.

LHA serves approximately 760 of students from grades 6 - 12. Our student body profile is made up of 61% Latino, 19% African American, 9% Asian, and 6% Caucasian with 78% of students eligible for free and reduced lunch and 9% of students designated as English Learners.

Every LHA senior class graduates with 100% acceptance to four-year universities in addition to earning a minimum of 15 college units. As a result of our early college model, LHA has produced close to 30 students who, at the end of their senior year, completed enough college units to earn an Associate of Arts degree. Recently, LHA graduates were offered college acceptances to top colleges throughout California including UCLA, USC, UC Davis, University of the Pacific, UC Irvine, UC Berkeley, and Stanford and colleges outside the state such as Howard, Morehouse, and the University of Pennsylvania. Our students also received nearly \$1 million in scholarships and grants.

Over the past few years, in addition to our focus on developing students socially and emotionally and providing quality learning experiences, LHA has developed a robust athletic program that has won CIF Mountain Valley League championships in volleyball, basketball, softball, and soccer. LHA also offers baseball and cross-country.

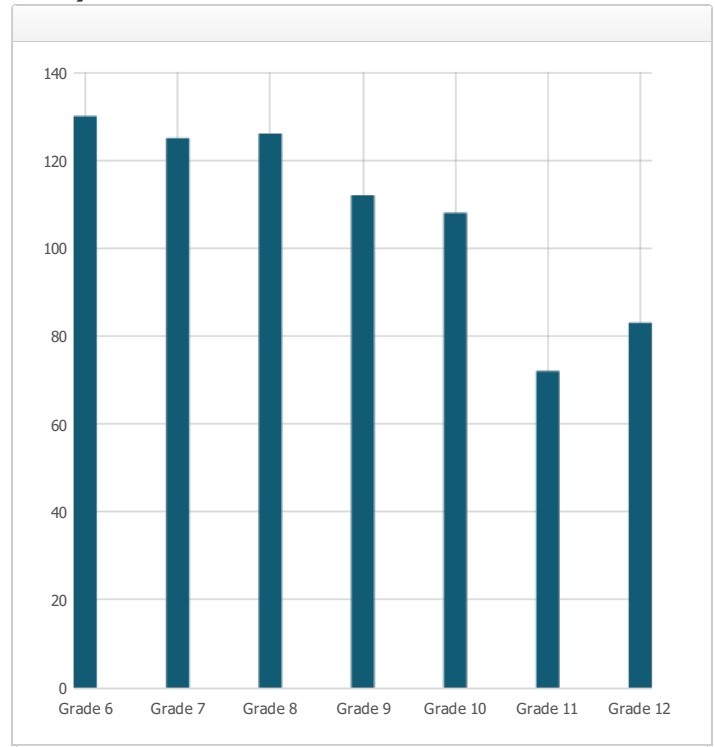
MISSION AND VISION

Aspire Langston Hughes Academy's mission and vision closely align with the mission and vision of Aspire Public Schools. Furthermore, LHA seeks to create a quality learning experiences in a safe, supportive, and academically rigorous learning environment where students are critical thinkers equipped with the tools necessary to advocate for themselves, their communities, and their future.

Last updated: 12/17/2019

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

Grade Level	Number of Students
Grade 6	130
Grade 7	125
Grade 8	126
Grade 9	112
Grade 10	108
Grade 11	72
Grade 12	83
Total Enrollment	756



Last updated: 1/6/2020

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

Student Group	Percent of Total Enrollment
Black or African American	13.60 %
American Indian or Alaska Native	1.20 %
Asian	5.70 %
Filipino	2.10 %
Hispanic or Latino	67.20 %
Native Hawaiian or Pacific Islander	%
White	6.00 %
Two or More Races	3.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.20 %
English Learners	11.00 %
Students with Disabilities	8.70 %
Foster Youth	0.50 %
Homeless	1.10 %

A. Conditions of Learning

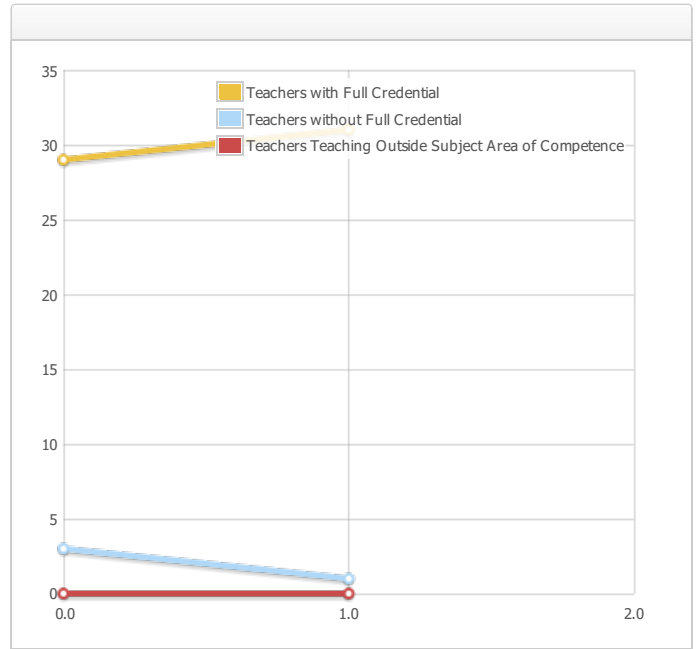
State Priority: Basic

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

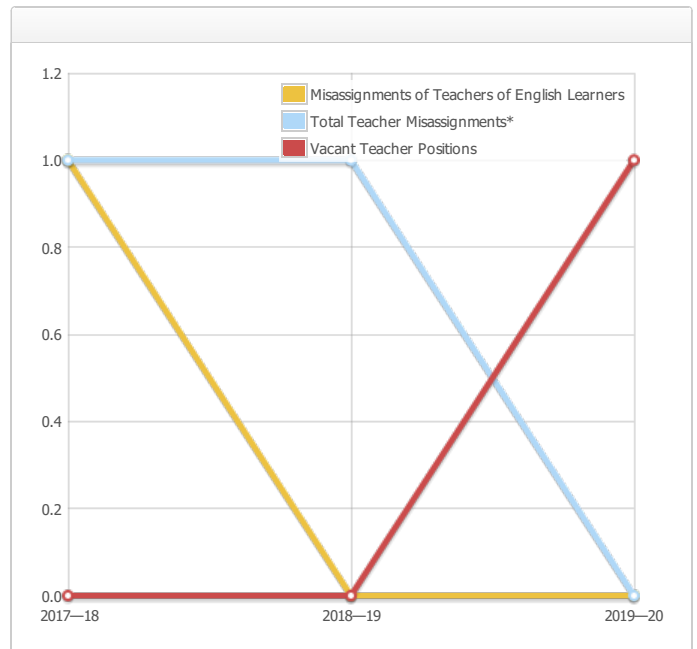
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	31		
Without Full Credential	3	1		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	1



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

Last updated: 1/10/2020

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality and availability		0.00 %
Mathematics	Good quality and availability		0.00 %
Science	Good quality and availability		0.00 %
History-Social Science	Good quality and availability		0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		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: 12/17/2019

School Facility Conditions and Planned Improvements

The school facility is in good condition overall

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 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 Facility Rate

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

Overall Rating Good

Last updated: 12/17/2019

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)	46.0%	36.0%	28.0%	31.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	28.0%	21.0%	21.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/6/2020

**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	440	433	98.41%	1.59%	35.96%
Male	228	224	98.25%	1.75%	33.33%
Female	212	209	98.58%	1.42%	38.76%
Black or African American	60	59	98.33%	1.67%	35.59%
American Indian or Alaska Native	--	--	--	--	
Asian	24	24	100%	0.00%	54.17%
Filipino	--	--	--	--	
Hispanic or Latino	303	297	98.02%	1.98%	32.20%
Native Hawaiian or Pacific Islander					
White	26	26	100.00%	0.00%	53.85%
Two or More Races	16	16	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	332	325	97.89%	2.11%	30.34%
English Learners	93	91	97.85%	2.15%	6.59%
Students with Disabilities	48	46	95.83%	4.17%	8.70%
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: 1/6/2020

**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	440	433	98.41%	1.59%	27.61%
Male	228	224	98.25%	1.75%	26.46%
Female	212	209	98.58%	1.42%	28.85%
Black or African American	60	60	100.00%	0.00%	21.67%
American Indian or Alaska Native	--	--	--	--	
Asian	24	24	100%	0.00%	37.50%
Filipino	--	--	--	--	
Hispanic or Latino	303	299	98.68%	1.32%	24.24%
Native Hawaiian or Pacific Islander					
White	26	24	92.31%	7.69%	62.50%
Two or More Races	16	15	93.75%	6.25%	33.33%
Socioeconomically Disadvantaged	332	328	98.80%	1.20%	23.31%
English Learners	93	91	97.85%	2.15%	5.49%
Students with Disabilities	48	47	97.92%	2.08%	4.26%
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: 1/6/2020

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	98.90%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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
-------------	--	--	---

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: 12/18/2019

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)

Family and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASCs focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Family Involvement

Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

Exhibition Panels – families may sit on panels to judge student work

School and Staff Evaluations – families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

Student-led Conferences – students will lead conferences on their work during the year to keep their families informed

Volunteer Opportunities – various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees

Fundraising – families and community members may work with the school to raise additional resources to support students and the school program

Families interested in participating or learning more about our parent involvement opportunities can contact our school's main office at (209)943-2389 for additional information.

Aspire Board of Directors Meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

State Priority: Pupil Engagement

Last updated: 1/6/2020

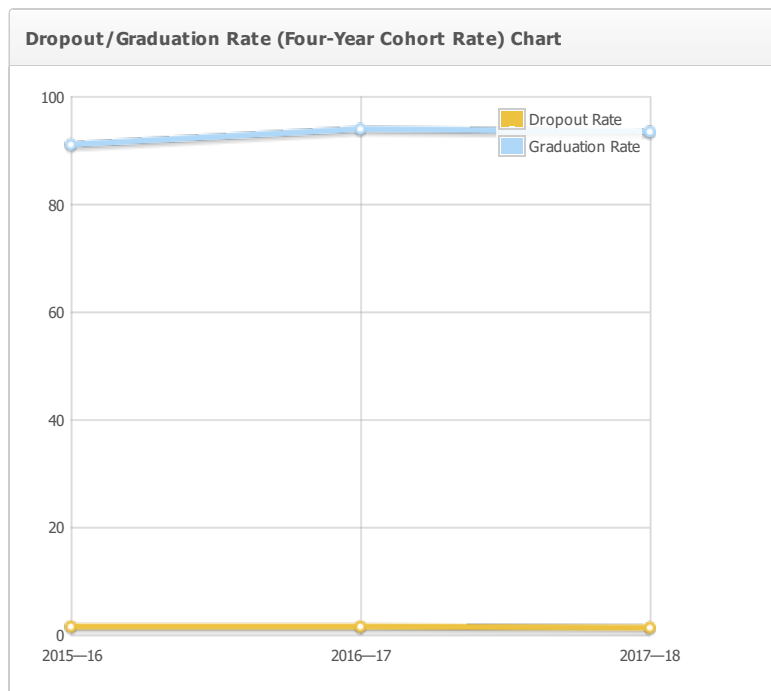
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	1.50%	12.40%	9.70%
Graduation Rate	91.00%	83.60%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	1.50%	1.30%	10.40%	9.70%	9.10%	9.60%
Graduation Rate	93.90%	93.40%	79.50%	78.30%	82.70%	83.00%



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

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	7.60%	8.50%	9.30%	7.60%	6.90%	6.00%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.00%	0.13%	0.00%	0.10%	0.13%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

STATEMENT OF SAFETY POLICY

It is the policy of Aspire Public Schools ("Aspire") to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program ("IIP Program") to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site. Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site. Employees – It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lock down/shooting incidents, bomb threats, explosions, and intruders.

The School Safety Plan was reviewed, updated, and discussed with faculty and a student representative between August 1 - September 14

Last updated: 12/17/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	4	16	
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				
1				
2				
3				
4				
5				
6	28.00	4	13	5
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				
1				
2				
3				
4				
5				
6	26.00	6	16	8
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	26.00	4	25	4
Mathematics	27.00	6	16	2
Science	27.00	3	7	2
Social Science	29.00		7	1

* 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	29.00	4	25	3
Mathematics	29.00	2	25	4
Science	28.00	2	10	2
Social Science	30.00		7	1

* 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	25.00	12	21	10
Mathematics	27.00	8	24	2
Science	25.00	3	10	
Social Science	26.00	6	3	5

* 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: 1/6/2020

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

Title	Ratio**
Counselors*	302.40

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.50
Other	0.20

*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: 12/17/2019

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	\$12058.00	\$3102.00	\$8957.00	\$56694.00
District	N/A	N/A	--	\$75370.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/16/2019

Types of Services Funded (Fiscal Year 2018—19)

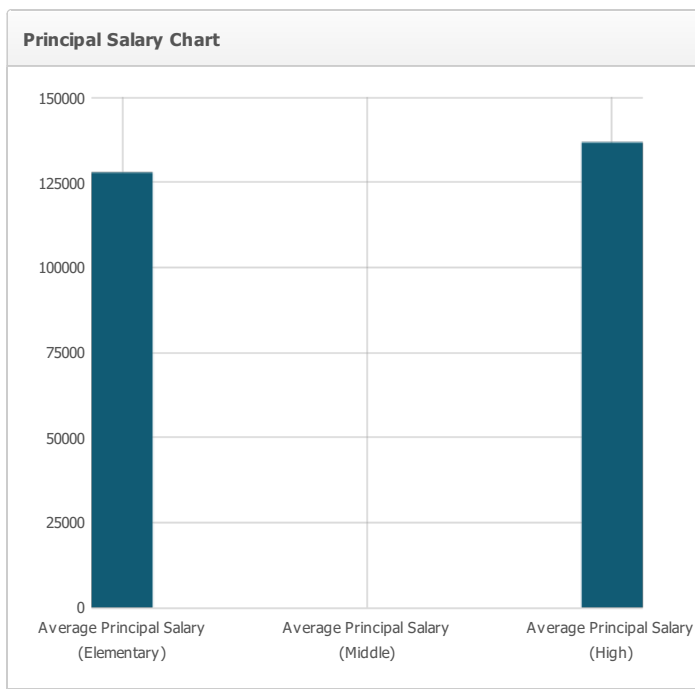
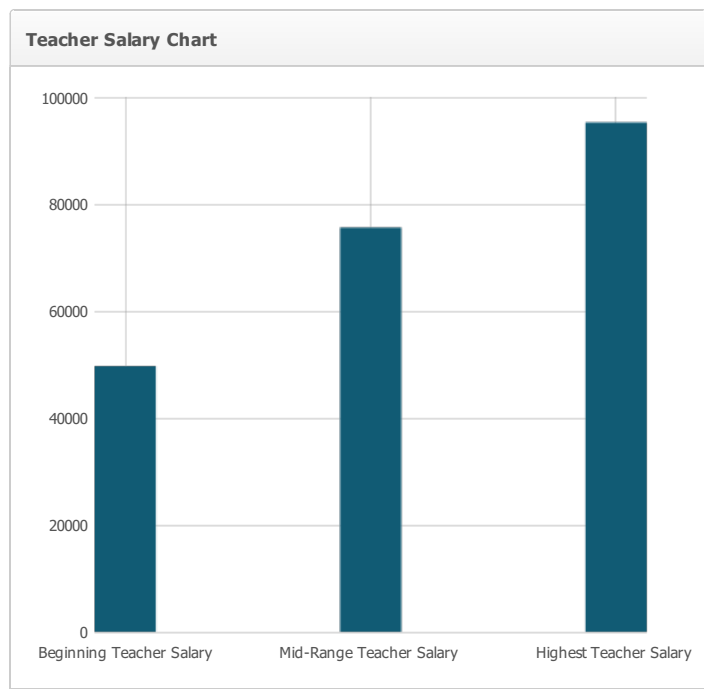
After School Program SAT Prep AVID Tutors Early College High School Classes College Visits Outdoor School Middle and High School Sports Family Night ASC Meetings Special Education Read 180 iPass Text Talk Tutoring Math Professional Development for Teachers

Last updated: 12/17/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (Elementary)	\$127,877	\$125,830
Average Principal Salary (Middle)	\$	\$131,167
Average Principal Salary (High)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796
Percent of Budget for Teacher Salaries	29.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	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: 1/6/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/14/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	22	15	18