

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

DATA LAYOUT

About This School

TABLE NAME: District Contact Information (School Year 2019–20)

URL: <http://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: SCHLDIR

Entity	Contact Information
District Name San Juan Unified School District	DISTRICT SJUSD
Phone Number 916-971-7700	DPHONE 916-971-7700
Superintendent Kent Kern	SUPFNAME, SUPLNAME KENT KERN
Email Address kkern@sanjuan.edu	DEMAIL KKERN@SANJUAN.EDU
Website www.sanjuan.edu	DWEB WWW.SANJUAN.EDU

TABLE NAME: School Contact Information (School Year 2019–20)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: SCHLDIR

Entity	Contact Information
School Name Odyssey Learning Center	SCHOOL ODYSSEY LEARNING CENTER
Street 7150 Santa Juanita Ave	ADDRESS 7150 SANTA JUANITA AVE
City, State, Zip Orangevale, CA 95722	CITY, STATE, ZIP ORANGEVALE CA 95662
Phone Number 916-988-0258 ext 209	ADMPHONE 916-988-0258 EXT 209
Principal Lovina Robinson	ADMNAME LOVINA ROBINSON
Email Address lovinarobinson@odysseylearningcenter.org	ADMEMAIL LOVINAROBINSON@ODYSSEYLEARNINGCENTER.ORG
Website www.odysseylearningcenter.org	SCHWEB odysseylearningcenter.org
County-District-School (CDS) Code 34-67447-6914246	CDSCODE 34-67447-6914246

TABLE NAME: School Description and Mission Statement (School Year 2019–20)

Odyssey Learning Center offers programs for children with autism spectrum disorder (ASD) or autistic like symptoms. The main office and school site are located on five acres in rural Orangevale, approximately twenty miles northeast of Sacramento, CA. We utilize a multi-dimensional teaching approach for academic, communication, independent living and vocational skill training within a supportive, structured learning environment. “Odyssey Learning Center will embrace the uniqueness of autism while providing meaningful opportunities to learn, communicate, create, and socialize across culturally driven environments.”

TABLE NAME: Student Enrollment by Grade Level (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ENRBYGRADE

Grade Level	Number of Students
Kindergarten	KDGN
Grade 1	GR1
Grade 2	GR2
Grade 3	GR3
Grade 4	GR4
Grade 5	GR5
Grade 6	GR6
Grade 7	GR7
Grade 8	GR8
Ungraded Elementary	38
Grade 9	GR9
Grade 10	GR10
Grade 11	GR11
Grade 12	GR12
Ungraded Secondary	67
Total Enrollment	105

TABLE NAME: Student Enrollment by Student Group (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ENRBYSTGRP

Student Group	Percent of Total Enrollment
Black or African American	13%
American Indian or Alaska Native	1.33%
Asian	13%
Filipino	3%
Hispanic or Latino	23%
Native Hawaiian or Pacific Islander	.4%
White	38%
Two or More Races	11%
Socioeconomically Disadvantaged	37%
English Learners	20%
Students with Disabilities	100%
Foster Youth	.09%
Homeless	.09%

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

TABLE NAME: Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	100%	80%	67%	NA
Without Full Credential	0%	20%	33%	NA
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	NA

TABLE NAME: 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	1	1	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.

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

Year and month in which the data were collected: 1/2020

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

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

TABLE NAME: School Facility Conditions and Planned Improvements

Odyssey Learning Center school facilities are in good to exemplary conditions.

- There are no known major or structural defects to the grounds or buildings.***
- The classroom buildings are all in exemplary condition on both the interior and exterior.***
- The front Administration building and the Transportation/Maintenance buildings both have superficial weathering to the siding and trim, of which both are in the current repair process.***
- All campus structures received annual roof maintenance during the summer of 2017 to ensure roof longevity and protect against possible water damage.***
- Odyssey is currently in the discussion/planning stages of structural and design remodels to the Administration building and the Transportation/Maintenance building. Both of these projects would utilize the current foundation footprint and consist of the redesign and partial rebuild of the structures. Odyssey's swimming pool was just re-plastered and was brought into all state commercial standards.***
- Odyssey Learning Center has also remodeled a big room and has provided OT equipment in the room. In addition, there are two small offices for the OT department***
- Odyssey Learning Center has also remodeled the classrooms and put new carpet and flooring in each classroom***

Odyssey has installed new gates around the school to keep students and staff safe

TABLE NAME: 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: 1/2020

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

TABLE NAME: Overall Facility Rate

Year and month of the most recent FIT report: 1/2020

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.

TABLE NAME: 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

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: CAALL

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)	NA	NA	NA	NA	NA	NA
Mathematics (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA

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.

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

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: CAELA

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	93	88%	NA
Male	92	82	89%	NA
Female	13	10	77%	NA
Black or African American	8	8	100%	N/A
American Indian or Alaska Native	1	1	100%	N/A
Asian	14	13	93%	N/A
Filipino	3	2	67%	N/A
Hispanic or Latino	23	21	91%	N/A
Native Hawaiian or Pacific Islander	2	2	100%	N/A
White	37	36	.97%	N/A
Two or More Races	11	10	91%	N/A
Socioeconomically Disadvantaged	40	40	100%	N/A
English Learners	15	14	93%	N/A
Students with Disabilities	105	100	95%	N/A
Students Receiving Migrant Education Services	0	0	0	N/A
Foster Youth	1	1	100%	N/A
Homeless	1	1	100%	NA

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

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: CAMATH

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	93	88%	NA
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Filipino	3	2	67%	N/A
Hispanic or Latino	23	21	91%	N/A
Native Hawaiian or Pacific Islander	2	2	100%	N/A
White	37	36	97%	N/A
Two or More Races	11	10	91%	N/A
Socioeconomically Disadvantaged	40	40	100%	N/A
English Learners	15	14	93%	N/A
Students with Disabilities	105	100	95%	N/A
Students Receiving Migrant Education Services	0	0	0	N/A
Foster Youth	1	1	100%	N/A
Homeless	1	1	100%	N/A

**TABLE NAME: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

TABLE NAME: Career Technical Education (CTE) Programs (School Year 2018–19)

Students at Odyssey go into the community and learn how to shop and buy groceries and order food as part of our vocational program. Due to the level of behaviors, Odyssey students are no longer able to work with Pride Industries for CTE or with Goodwill. Odyssey students perform office duties with the classroom teacher and staff and may perform basic office tasks such as ordering supplies for the school or classroom from the maintenance team using the supplies ordering form. In addition students in the classrooms with students 18+ years of age will bake and make coffee as well as set up the room for IEP meetings. In addition these students are creating greeting cards using a computer and printer.

TABLE NAME: Career Technical Education (CTE) Participation (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: CTEP

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	NA we offer a Certificate of Completion not a High School Diploma
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

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

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: UCCS

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	NA
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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

TABLE NAME: California Physical Fitness Test Results (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: CPFT

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

TABLE NAME: Opportunities for Parental Involvement (School Year 2019–20)

The school has included parents and the parents have created a Parent Advisory Committee (PAC). The committee helps with fund raising events for the school, including GALA's and the Secret Santa and walk a thon. We encourage parent involvement and appreciate the support of our families.

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

TABLE NAME: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator: Dropout Rate (Four-Year Cohort Rate)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819asp>

FILE NAME: DROPOUT

Indicator: Graduation Rate (Four-Year Cohort Rate)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: COHORT

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	NA	12%	18%
Graduation Rate	They earn a certificate of completion	88%	82%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	NA	NA	10.3	11.7	9.1%	9.6%
Graduation Rate	NA	NA	78.3	76.6	82.7%	83%

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

TABLE NAME: Suspensions and Expulsions

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: SUSEXP

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	NA	NA	NA	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	NA	NA	NA	.1	.1	.1	.1	.1	.1

TABLE NAME: School Safety Plan (School Year 2019–20)

We have a school safety plan in place and the plan was last reviewed January 2019. The plan that was discussed was lock down procedures, evacuation procedures, phone threat procedures, communication flow chart, natural disaster procedures, fire procedures and our current program. We also discussed the current plan we are creating called CAP. Crisis Aversion Plan. We will be rolling that out here at Odyssey this year. In addition we are installing a gate at the front of the school that would require all visitors to check in at the gate to gain access to the campus.

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.

TABLE NAME: Average Class Size and Class Size Distribution (Elementary)
(School Year 2016–17)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSELM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10	1	0	0
1	10	1	0	0
2	10	1	0	0
3	10	1	0	0
4	9	2	0	0
5	10	2	0	0
6	10	1	0	0
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

TABLE NAME: Average Class Size and Class Size Distribution (Elementary)
(School Year 2017–18)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSELM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	0	0
1	8	1	0	0
2	8	1	0	0
3	8	1	0	0
4	9	2	0	0
5	10	2	0	0
6	10	1	0	0
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

TABLE NAME: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSELM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	0	0
1	8	1	0	0
2	8	1	0	0
3	9	2	0	0
4	9	2	0	0
5	10	2	0	0
6	10	2	0	0
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

**“Other” category is for multi-grade level classes.

TABLE NAME: Average Class Size and Class Size Distribution (Secondary)
(School Year 2016–17)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSSEC

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	0	0	0
Mathematics	12	0	0	0
Science	12	0	0	0
Social Science	12	0	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

TABLE NAME: Average Class Size and Class Size Distribution (Secondary)
(School Year 2017–18)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSSEC

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	0	0	0
Mathematics	12	0	0	0
Science	12	0	0	0
Social Science	12	0	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

TABLE NAME: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: ACSSEC

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	0	0	0
Mathematics	12	0	0	0
Science	12	0	0	0
Social Science	12	0	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

TABLE NAME: Ratio of Academic Counselors to Pupils (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: RACTP

Title	Ratio
Academic Counselors*	375.2

*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.

TABLE NAME: Student Support Services Staff (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: STUSUP

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	6
Resource Specialist (non-teaching)	0
Other	NA

*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.

TABLE NAME: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: EXPEND

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	NA	NA	NA	50,000
District	NA	NA	7762	76,673
Percent Difference – School Site and District	NA	NA	NA	NA
State	NA	NA	7506	82,000
Percent Difference – School Site and State	NA	NA	NA	NA

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

TABLE NAME: Types of Services Funded (Fiscal Year 2018–19)

Types of services embedded in the program are OT, and Speech as well as community-based instruction. Additionally, some students have APE and PT or Music as services on the IEP. We follow the IEP and the districts we contract with provide additional services that are on the IEP.

TABLE NAME: Teacher and Administrative Salaries (Fiscal Year 2017–18)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: SALARY

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,738	\$48,612
Mid-Range Teacher Salary	78,229	\$74,676
Highest Teacher Salary	92,352	99,791
Average Principal Salary (Elementary)	112,403	125,830
Average Principal Salary (Middle)	102,014	131,167
Average Principal Salary (High)	140,548	144,822
Superintendent Salary	279,178	275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	4%

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

TABLE NAME: Advanced Placement (AP) Courses (School Year 2018–19)

URL: <https://www.cde.ca.gov/ta/ac/sa/accessdata1819.asp>

FILE NAME: APCRS

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	NA
English	NA	NA
Fine and Performing Arts	NA	NA
Foreign Language	NA	NA
Mathematics	NA	NA
Science	NA	NA
Social Science	NA	NA
All Courses	NA	NA

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

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

TABLE NAME: Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3