

# Central Bay High School (Continuation)

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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

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

#### **DataQuest**

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

#### **California School Dashboard**

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

#### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Central Bay High School (Continuation)
<b>Street</b>	17500 Pesante Rd.
<b>City, State, Zip</b>	Salinas, CA 93907-1552
<b>Phone Number</b>	(831) 663-2997
<b>Principal</b>	Aida Ramirez, Director
<b>Email Address</b>	aramirez@nmcusd.org
<b>County-District-School (CDS) Code</b>	27738252730141

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
Website	www.nmcusd.org

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

Central Bay High School is a continuation high school that is designed for students who are 16 years of age and older that are at risk of not receiving a high school diploma due to lack of credits and/or attendance issues. Central Bay High School is accredited by the Western Association of Schools and Colleges Accrediting Commission (WASC). We offer courses that are A-G approved by the University of California. These courses are required for entrance to the University of California and the California State University systems. At Central Bay, we believe it is our role to help students become productive citizens who will contribute positively to their communities.

Central Bay staff are fully committed and focused on our main objective which is to prepare all students for graduation by providing our students with a comprehensive support program. We offer a standards based instructional program, intervention courses to support literacy and mathematical understanding, mental health counseling, academic counseling, and career and vocational guidance as an integral part of our program.

Our Mission: Central Bay High School provides a comfortable and safe environment that provides support services and course work for our students in order for them to graduate from high school and acquire the confidence and skills necessary for their futures as productive citizens, employees, and parents. Our philosophy, as noted in our School Discipline Plan, is to respond proactively to managing student behaviors through use of positive behavior supports (PBS), which recognizes the broad set of relevant variables that can affect a person's behavior (Kennedy, et al., 2001). Behavior is not perceived as existing solely within the individual, but is viewed as an interaction between the environment and the child (Jackson & Panyan, 2002).

CBHS is a Professional Learning Community (PLC). The teachers, counselors and principal meet weekly as a Multi-Tiered System of Supports (MTSS) Team to discuss individual needs of students, review student data and create action plans to address specific needs. During our weekly early release day, we meet to review data, receive training and develop strategies that will improve our instructional program.

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

Grade Level	Number of Students
Grade 10	2
Grade 11	23
Grade 12	20
Total Enrollment	45

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

Student Group	Percent of Total Enrollment
Hispanic or Latino	86.7
White	13.3
Socioeconomically Disadvantaged	91.1
English Learners	17.8
Students with Disabilities	13.3
Homeless	20

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	5	4	204
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 1-McDougal Littell, 2009 English II-McDougal Littell, 2009 English III McDougal Littell,2008 English IV - McDougal Littell, 2002 ELD Immersion Longman, 2001 Edge Reading, Writing & Language Level A , B, and CCengage Edge, 2011 ELD Course I and II Scholastic Inc., 2010 & 2013		0
<b>Mathematics</b>	Mathematics Vision Project College Preparatory Math (Pilot) Core Plus Math (Pilot)	No	0
<b>Science</b>	Foundation of Science-Holt, Rinehart & Winston, 2001 CA Biology-Prentice Hall, 2005 Chemistry-Pearson Prentice Hall, 2007 Conceptual Physics-Pearson Prentice Hall, 2002 Marine Science - Oceanography - An Invitation to Marine Science 4th Edition-Jones & Barlett Learning, 2002 AP Biology-Pearson, 2005 Anatomy-Delma Learning 9th Edition, 2004		0
<b>History-Social Science</b>	World History,Culture &Geography: The Modern World, Gr. 10, United States History and Geography: Continuity and Change, Gr. 11, Principles of Economics, Gr. 12, Principles of American Democracy, Gr. 12 (2019)	Yes	0
<b>Foreign Language</b>	Realidades 1, 2, & 3, 1st EditionPrentice Hall, 2008 Conexiones: Comunicacion y Cultura, 3rd Edition, Pearson, 2006 Temas: AP Spanish Language and Culture, Vista High Learning, 2014 Nuevas Vistas Curso de Introduccion-Holt, Reinhart & Winston, 2006		0
<b>Health</b>	Lifetime Health-Holt Rhinehart, 2004	No	0
<b>Visual and Performing Arts</b>	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab materials are available		

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

## School Facility Conditions and Planned Improvements

Central Bay High School was constructed in 1993. Since then, new construction and building improvements have occurred to further improve the campus. Central Bay High School offers students the facilities necessary to provide an exemplary education. The school also includes adequate equipment and space for safe recreational activities during P.E., lunch and break. The school is cleaned and maintained each day by a custodial staff person.

### 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:** 5/28/2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	20	N/A	39	N/A

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

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

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

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

### CAASPP Test Results in ELA by Student Group

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

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	0	N/A	16	N/A	30	N/A

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

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

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

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

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

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

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

## Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) programs are not offered at Central Bay High School (CBHS). Students have the option to participate in CTE courses offered on the North Monterey County High School (NMCHS) campus during 5th and 6th periods. Students that have an identified career interest that is aligned with a CTE pathway offered at NMCHS are identified and invited to participate in this program. Transportation is provided from the CBHS campus to the NMCHS campus. (See list of courses offered below)

North Monterey County High School Career Technical Education Pathways provide relevant academic and technical coursework leading to industry-recognized credentials and helps students compete for college and careers. The following are Industry Sectors and Pathways available to NMCUSD high school students:

Health Science and Medical Technology Industry Sector  
Patient Care Pathway

Hospitality, Tourism, and Recreation Industry Sector  
Food Service and Hospitality Pathway

Public Service Industry Sector  
Protective Services Pathway

Engineering and Design Industry Sector  
Architectural and Structural Engineering Pathway

Manufacturing and Product Development Industry Sector  
Welding Technology Pathway

Transportation Industry Sector  
Vehicle Maintenance, Service, and Repair Pathway

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
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	100

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

There are many ways to become involved at Central Bay High School. Parents can participate in our School Site Council, English Language Learner Advisory Committee, and our Safety Committee. These meetings help form the decisions made for our school. Another great time to see the school in action is to attend our Fall Back to School Night and our Spring Open House Night. These events are offered each year. These take place in the evening and are a place where teachers, parents, students and community members can discuss and collaborate on key issues involving the educational needs of our students. For more information, please contact our administration office at (831) 663-2997.

#### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	14.3	16.7	18.2	6.7	7.7	7.3	9.1	9.6	9
Graduation Rate	71.4	77.8	68.2	80.3	83.7	89.1	82.7	83	84.5

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.8	6.0	4.3	4.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

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

### School Safety Plan (School Year 2020-2021)

The staff at Central Bay High School work to provide a safe learning environment for all students. It is our goal to promote respect and responsibility among the Central Bay High School student body through expected student behaviors that result in promoting a safe, caring, and enriching academic learning community. The School Safety Plan is based on an assessment of the current safety status of our school utilizing data from the CA Healthy Kids Annual Survey, Average Daily Attendance report, School Based Mental Health Counseling report and the CALPADS Data Report for Suspensions and Expulsions. An analysis of these data determine areas of need and development of goals for the year.

Two campus supervisors provide supervision throughout the school day. Emergency drills are held at each site and our staff has participated in the ALICE emergency response training. Our School Based Mental Health counselors provide support services to our students that are preventive and that develop student's social-emotional health. The principal meets with staff regularly as a Multi-Tiered System of Support Team (MTSS) to review student progress and to collaborate and address concerns. During these MTSS meetings, student data is reviewed, concerns are identified, and intervention action plans are developed to address student needs.

Central Bay High School has an updated comprehensive school safety plan that was reviewed, and discussed with faculty and student representatives and approved by our School Site Council on 1/14/19. The components of the plan include Safety Plan Policies and Procedures, a standardized Emergency Response plan, and a Disaster Plan.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	5	10			5	8			4	11		
Mathematics	6	6			3	9			4	11		
Science	8	2			7	2			7	4		
Social Science	12	3			11	3						

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

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

Title	Ratio
Academic Counselors*	22.5

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$34,361	\$5,113	\$29,248	\$100,473
District	N/A	N/A	\$10,204	\$77,557
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

This school receives funding through the State's supplemental and concentration grant funding to provide services and programs for students who are English Learners, LowIncome and/or Foster Youth. Student services to included: School Based Mental Health Counseling, Academic Counseling, Resource Specialist, and Instructional Assistant support. A full description of programs provided can be found within the District Local Control Accountability Plan and the Single School Plan for Student Achievement which is updated annually.

Professional development days listed below are a combination of full and partial days available for the school year.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,095	\$47,145
Mid-Range Teacher Salary	\$73,196	\$74,952
Highest Teacher Salary	\$100,868	\$96,092
Average Principal Salary (Elementary)	\$123,588	\$116,716
Average Principal Salary (Middle)	\$123,778	\$120,813
Average Principal Salary (High)	\$139,573	\$131,905
Superintendent Salary	\$191,038	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	48	38	37

Student engagement , social emotional learning and teacher clarity are the primary areas of focus for our staff development efforts. Staff has participated in professional development in the following: Achievement Team training, Argumentative learning, project-based learning, student engagement, Arts Integration workshops, standards based grading and Social Emotional Learning. Professional development is delivered through after school workshops, conference attendance, and presentations during PLC meetings.