

# Nevada County Special Education

## 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.

## Debbie Morris, Principal

 Principal, Nevada County Special Education

### About Our School

The administration and staff in the Nevada County Superintendent of Schools, Special Education Services Department, are dedicated to providing evidence and research based best practice strategies and supports to the students we serve. As the principal of these programs, I am committed to ensuring that staff are trained, supported, and reflective in their own practices. Through weekly collaboration, open communication, and clear expectations, we set high standards for ourselves and maintain high expectations for our students.

### Contact

*Nevada County Special Education  
400 Hoover Ln.  
Nevada City, CA 95959-2944*

*Phone: 530-265-0611  
Email: [dmorris@nevco.org](mailto:dmorris@nevco.org)*

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Scott Lay
<b>Email Address</b>	<a href="mailto:slay@nevco.org">slay@nevco.org</a>
<b>Website</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Nevada County Special Education
<b>Street</b>	400 Hoover Ln.
<b>City, State, Zip</b>	Nevada City, Ca, 95959-2944
<b>Phone Number</b>	530-265-0611
<b>Principal</b>	Debbie Morris, Principal
<b>Email Address</b>	<a href="mailto:dmorris@nevco.org">dmorris@nevco.org</a>
<b>Website</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>
<b>County-District-School (CDS) Code</b>	29102986077226

*Last updated: 1/30/2020*

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

Nevada County Superintendent of Schools (NCSOS) Special Education Services provide regionalized special education services to students with disabilities throughout Nevada County. Beginning with the infant program which serves ages 0-3 and up through the 8th grade, students are provided a variety of supports and services to meet their individual needs. NCSOS also provides targeted Designated Instruction and Services (DIS) to high school students, as identified in the student Individual Education Plan (IEP).

Students with more intensive needs, grades K-8th, may be served in a Special Day Class (SDC). These classes are located on comprehensive school campuses, and support students with a variety of disabilities including (but not limited to): autism, emotional, cognitive, and/or multiple disabilities. Students participate in classes and activities with their non-disabled peers to the extent that they are able.

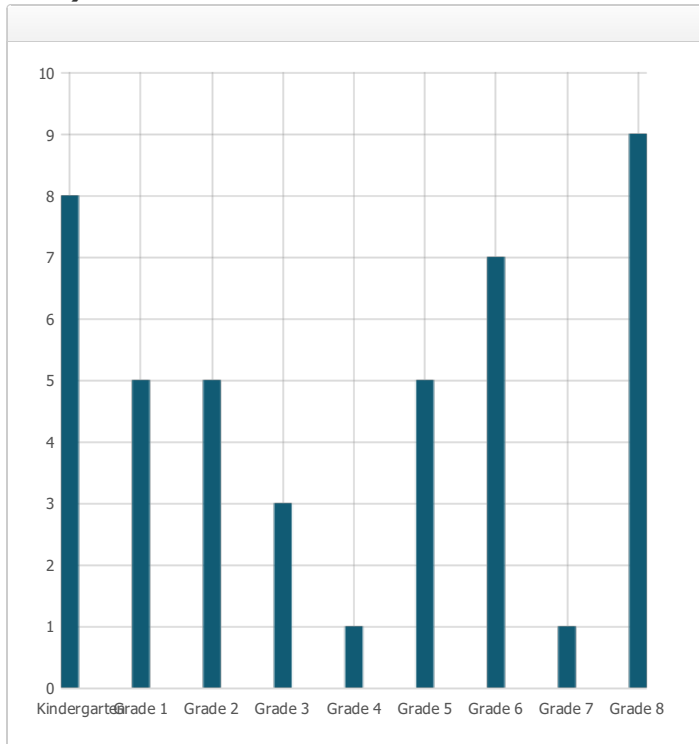
Students may also receive a variety of Designated Instruction and Services (DIS) such as: Adapted Physical Education, Occupational Therapy, Behavioral Intervention, Speech and Language, and instruction from teachers of the Visually Impaired and Deaf/Hard of Hearing. These services are often provided to students at their home school site to help address each child’s unique needs and to allow them to participate to the greatest extent possible, in the general education curriculum and educational environment.

Our teachers, service providers, and support staff are highly supported and trained professionals; they are passionate about their work and are dedicated to helping each student achieve and thrive.

*Last updated: 1/30/2020*

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

Grade Level	Number of Students
Kindergarten	8
Grade 1	5
Grade 2	5
Grade 3	3
Grade 4	1
Grade 5	5
Grade 6	7
Grade 7	1
Grade 8	9
<b>Total Enrollment</b>	<b>44</b>



Last updated: 1/31/2020

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

Student Group	Percent of Total Enrollment
Black or African American	2.30 %
American Indian or Alaska Native	2.30 %
Asian	%
Filipino	%
Hispanic or Latino	9.10 %
Native Hawaiian or Pacific Islander	2.30 %
White	79.50 %
Two or More Races	4.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.50 %
English Learners	%
Students with Disabilities	100.00 %
Foster Youth	2.30 %
Homeless	%

## A. Conditions of Learning

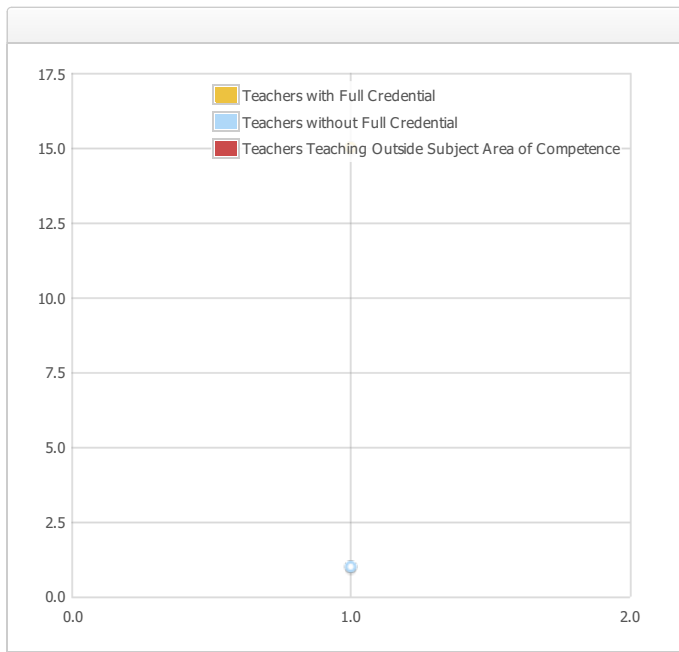
### State Priority: Basic

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

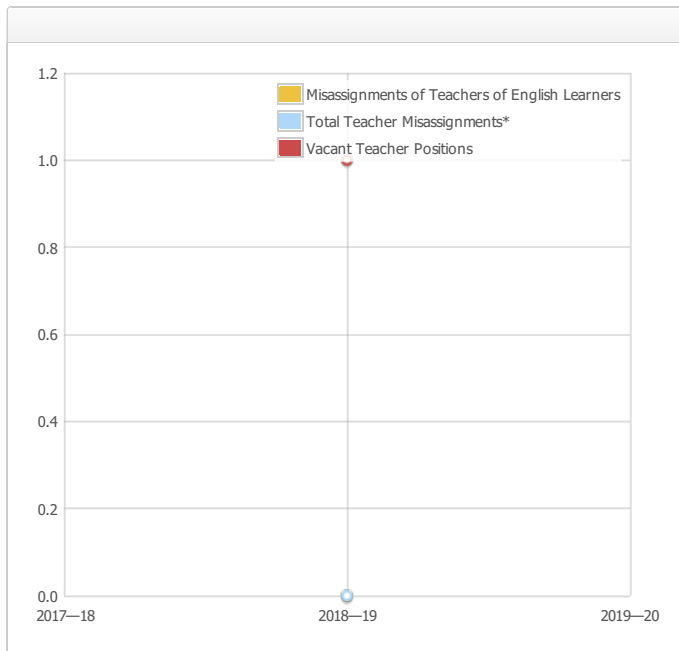
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		15		
Without Full Credential		1		
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/31/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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: 1/31/2020

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

Year and month in which the data were collected: January 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Student curriculums and instructional materials are provided by the school site in which each of our classrooms are housed. SDC classrooms use the N2Y Unique Curriculum (all subjects) that is tailored to each student's abilities. In addition, supplemental materials are used to provide increased targeted interventions.	Yes	0.00 %
Mathematics	Student curriculums and instructional materials are provided by the school site in which each of our classrooms are housed. SDC classrooms use the N2Y Unique Curriculum (all subjects) that is tailored to each student's abilities. In addition, supplemental materials are used to provide increased targeted interventions.	Yes	0.00 %
Science	Student curriculums and instructional materials are provided by the school site in which each of our classrooms are housed. SDC classrooms use the N2Y Unique Curriculum (all subjects) that is tailored to each student's abilities. In addition, supplemental materials are used to provide increased targeted interventions.	Yes	0.00 %
History-Social Science	Student curriculums and instructional materials are provided by the school site in which each of our classrooms are housed. SDC classrooms use the N2Y Unique Curriculum (all subjects) that is tailored to each student's abilities. In addition, supplemental materials are used to provide increased targeted interventions.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Student curriculums and instructional materials are provided by the school site in which each of our classrooms are housed. SDC classrooms use the N2Y Unique Curriculum (all subjects) that is tailored to each student's abilities. Beginning with the 19-20 school year, students enrolled in grades 5-8th have the opportunity to receive expanded health instruction using the Positive Prevention Curriculum (with parent permission), in addition to state adopted health curriculum.	Yes	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: 1/31/2020

### School Facility Conditions and Planned Improvements

NCSOS maintenance and facility staff work with each LEA (where programs are housed) and take great efforts to ensure that all schools are clean, safe, and functional.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Classroom staff and administration work with custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/31/2020*

### School Facility Good Repair Status

Year and month of the most recent FIT report: April 2019

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

### Overall Facility Rate

Year and month of the most recent FIT report: April 2019

Overall Rating	Exemplary
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*Last updated: 1/31/2020*

## 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)	18.0%	9.0%	43.0%	47.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	9.0%	29.0%	31.0%	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: 1/31/2020*

**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	13	11	84.62%	15.38%	9.09%
Male	--	--	--	--	
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	11	10	90.91%	9.09%	10.00%
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	
English Learners					
Students with Disabilities	13	11	84.62%	15.38%	9.09%
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: 1/31/2020*



**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	13	11	84.62%	15.38%	9.09%
Male	--	--	--	--	
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White	11	10	90.91%	9.09%	10.00%
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	
English Learners					
Students with Disabilities	13	11	84.62%	15.38%	9.09%
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: 1/31/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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.

*Last updated: 1/31/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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
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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: 1/31/2020

## 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)

Nevada County Special Education Local Planning Area (SELPA) facilitates a Community Advisory Committee (CAC) and each LEA selects and their Board approves an individual to represent their LEA at this committee. Additional parents are invited to attend as well. Eli Gallup Nevada County SELPA 265-0611 x203 egallup@nevco.org.

In addition, annual IEP meetings are held with each family where they are given an opportunity to discuss and review their student's strengths, progress, and goals. Families are part of the host site parent activities opportunities throughout the year.

### State Priority: Pupil Engagement

*Last updated: 1/31/2020*

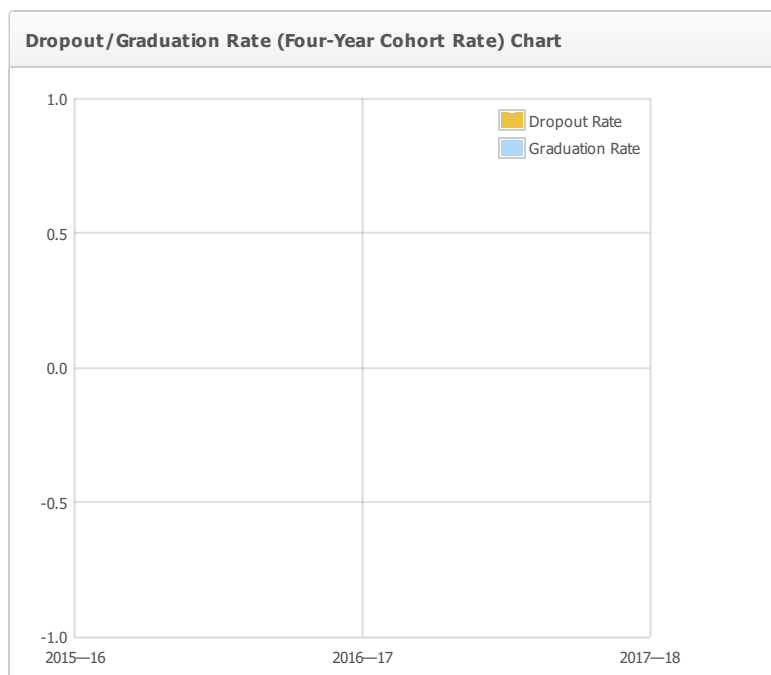
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	11.20%	9.70%
Graduation Rate	--	85.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	49.60%	61.90%	9.10%	9.60%
Graduation Rate	--	--	25.00%	23.30%	82.70%	83.00%



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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/>.

*Last updated: 1/31/2020*

# 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	12.50%	2.00%	2.00%	0.70%	0.70%	0.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/31/2020*

## School Safety Plan (School Year 2019—20)

Comprehensive safety plan is updated annually. The plan includes evacuation maps, protocols, emergency kits, and on going scheduled drills.

Plan specifically addresses unique needs of our population, including safe ingress and egress for students in wheelchairs and/or other mobility challenges.

Plan was updated and staff were trained, most recently, in January, 2020.

*Last updated: 1/31/2020*

## 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	6.00	1		
1				
2				
3				
4				
5				
6				
Other**	7.00	5		

\* 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	9.00	1		
1				
2				
3				
4				
5				
6				
Other**	6.00	5		

\* 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	9.00	1		
1				
2				
3				
4				
5				
6				
Other**	7.00	5		

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

\*\* "Other" category is for multi-grade level classes.

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

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

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

\* 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: 1/31/2020*



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

Title	Ratio**
Counselors*	1

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

*Last updated: 1/31/2020*

**Student Support Services Staff (School Year 2018—19)**

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

\*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: 1/31/2020*

**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	\$133838.88	\$117025.53	\$16813.35	\$57807.10
District	N/A	N/A	--	\$60351.90
Percent Difference – School Site and District	N/A	N/A	5.23%	1.08%
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	19.13%	--

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

*Last updated: 1/31/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Students with more intensive needs grades K-8 may be served in a Special Day Class (SDC). These classes are located on a comprehensive school campuses, and may serve students with a variety of disabilities including autism, emotional and cognitive and / or multiple disabilities. Students participate in classes and activities with their non-disabled peers to the extent that they are able.

Students may also receive a variety of Designated Instruction and Services (DIS) according to their individual needs such as: Adapted Physical Education, Occupational Therapy, Behavioral Intervention, Speech and Language, and instruction from teachers of the Visually Impaired and Deaf / Hard of Hearing. These services are provided to student at their school sites and help to address each child's unique needs and allow them to participate to the greatest extent possible in the general education environment and curriculum.

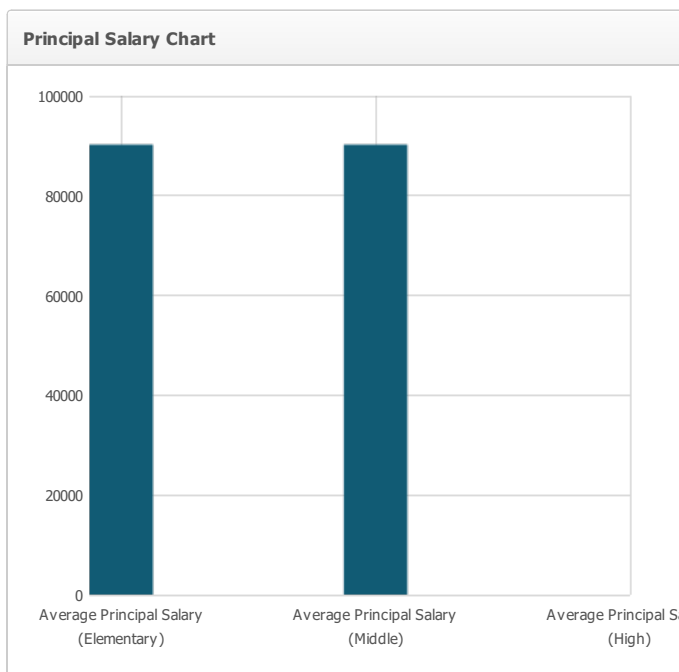
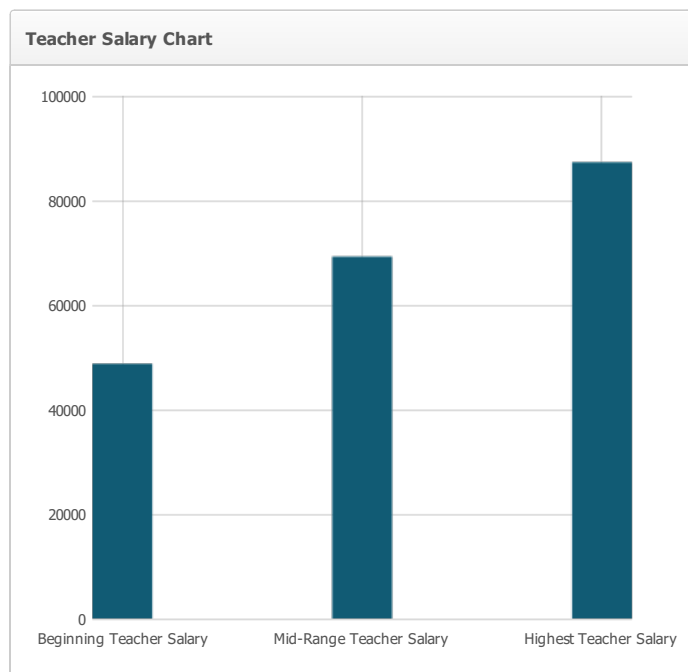
Counseling and behavior supports are available to students whose IEPs identify these areas as a need.

*Last updated: 1/31/2020*

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,782	--
Mid-Range Teacher Salary	\$69,276	--
Highest Teacher Salary	\$87,327	--
Average Principal Salary (Elementary)	\$90,251	--
Average Principal Salary (Middle)	\$90,251	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$150,368	--
Percent of Budget for Teacher Salaries	19.00%	--
Percent of Budget for Administrative Salaries	3.00%	--

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



Last updated: 1/31/2020

**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: 1/31/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		6	6