

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Nick Girimonte, Principal

Principal, Dixon High

About Our School

Welcome to Dixon High School! As an alumnus, former teacher, and now principal of Dixon High School, I am immensely proud of our students and staff for the hard work they put forth everyday. As you can see in our mission, we are committed to ensuring all students learn at high levels every day. This is difficult but necessary work!

As the sole comprehensive high school in Dixon, it is critical that our community feels welcome at our school. Please take the time to visit our school to experience a play, watch a game, listen to a band concert, or participate in any of the myriad events we host every year. If you have questions, please don't hesitate to contact our staff as we are happy to answer them.

We have a saying at Dixon High School that says: "You can't hide that Ram Pride!" We want our student, parents, staff, and community to be proud of our school, and we will continue to work diligently to ensure this happens.

Best,

Nick Girimonte

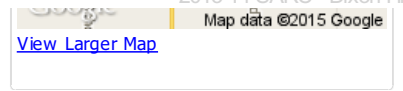
Principal

Contact

555 College Way
Dixon, CA 95620-9301

Phone: 707-693-6330
E-mail: nqirimonte@dixonusd.org





About This School

Contact Information - Most Recent Year

School	
School Name	Dixon High
Street	555 College Way
City, State, Zip	Dixon, Ca, 95620-9301
Phone Number	707-693-6330
Principal	Nick Girimonte, Principal
E-mail Address	ngirimonte@dixonusd.org
Web Site	http://dhs.dixonusd.org/
County-District-School (CDS) Code	48705324832259

District	
District Name	Dixon Unified
Phone Number	(707) 693-6300
Web Site	http://www.dixonusd.org
Superintendent First Name	Brian
Superintendent Last Name	Dolan
E-mail Address	bdolan@dixonusd.org

Last updated: 1/6/2015

School Description and Mission Statement (Most Recent Year)

Dixon High School is a four year comprehensive high school in Solano County. Our mission states: "Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School college and career ready, prepared for the global demands of the 21st century." It is our belief that all students will succeed at high levels if provided the proper structure to do so. We work hard to create these structures and systems so that all students maximize their potential as learners.

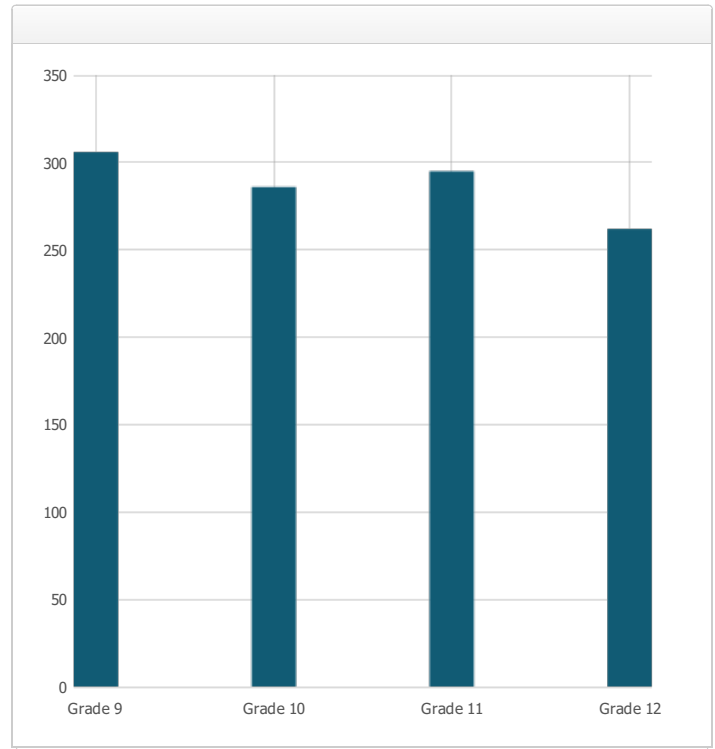
Students at Dixon High School have a number of avenues to demonstrate excellence. In addition to robust AP/Honors offerings, students participate in CTE courses, and extra- and co-curricular programs such as athletics, band, FFA, and drama. We believe that students given multiple ways to do so, especially in well-run programs that have high expectations of students.

Dixon High School did a WASC self-study in the 2013-14 academic year in which all staff and stakeholder groups participated. As a result of this self-study Dixon High School created an Action Plan to continue improving our educational program. At the heart of the Action Plan is our belief that all kids will learn at high levels, and that this starts with teachers working together to improve learning for our students. As a result of last year's visit, Dixon High School received a six year accreditation.

Last updated: 2/2/2015

Student Enrollment by Grade Level (School Year 2013-14)

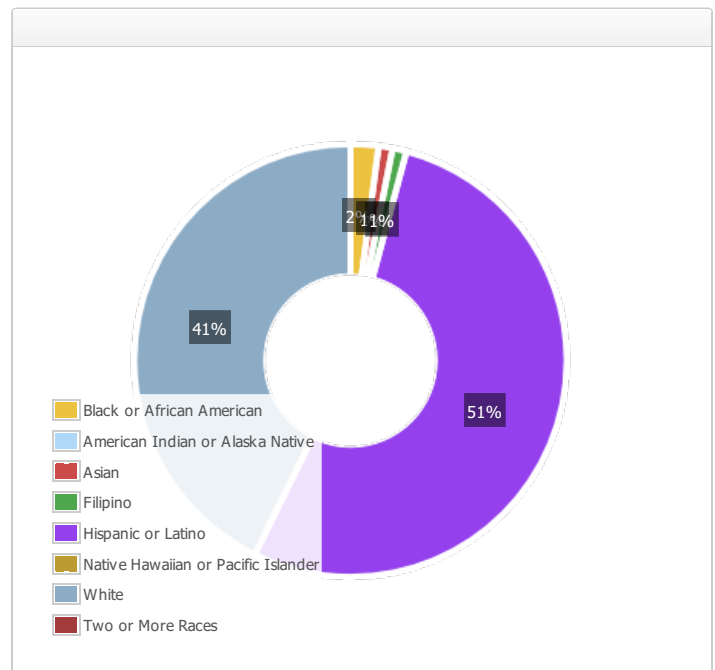
Grade Level	Number of Students
Grade 9	306
Grade 10	286
Grade 11	295
Grade 12	262
Total Enrollment	1149



Last updated: 12/4/2014

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	1.2
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.4
White	41.0
Two or More Races	0.8
Socioeconomically Disadvantaged	42.6
English Learners	12.9
Students with Disabilities	6.9



Last updated: 12/4/2014

A. Conditions of Learning

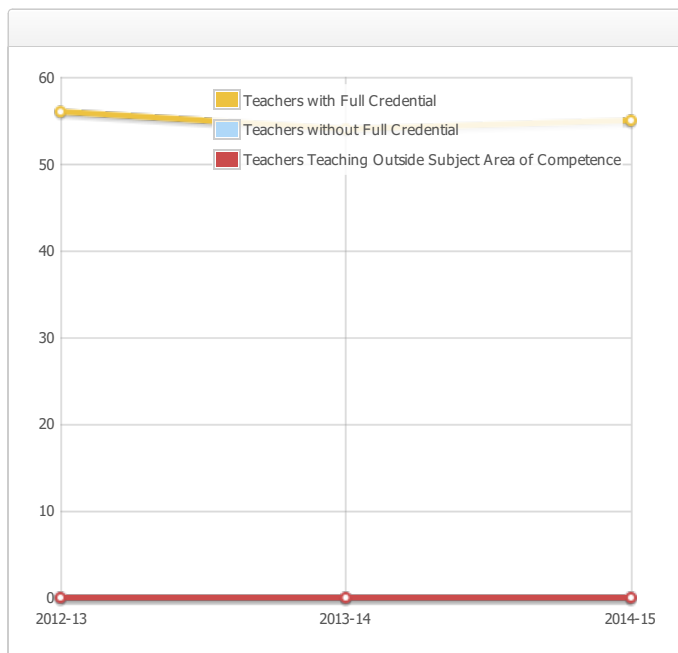
State Priority: Basic

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

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

Teacher Credentials

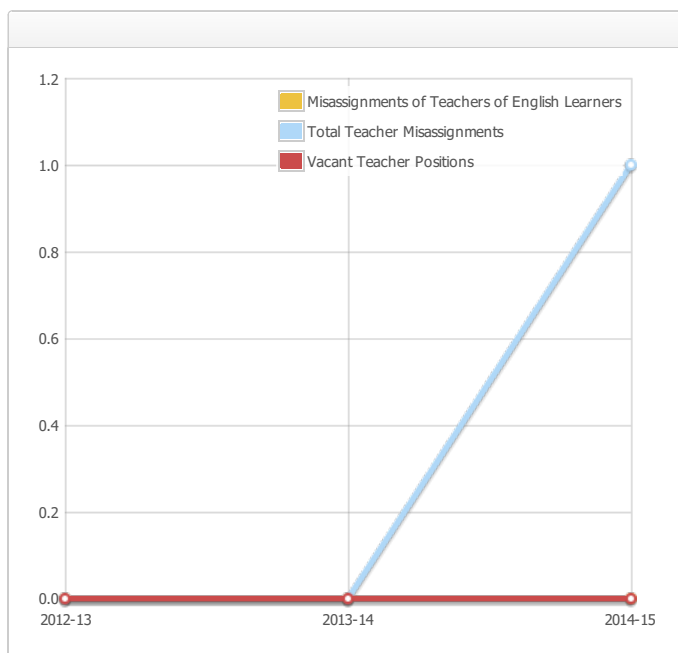
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	56	54	55	178
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/4/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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.

Last updated: 12/4/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93	7
All Schools in District	95	5
High-Poverty Schools in District	97	4
Low-Poverty Schools in District	93	7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes - Gold Level 9th Grade - Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless Themes - Platinum Level 10th Grade - Prentice Hall, Edge Fundamentals - Hampton Brown, Prentice Hall Literature: Timeless Voices, Timeless Themes (The American Experience) Platinum Level California Edition - Prentice Hall (adopted 2008)	Yes	0.0
Mathematics	California Algebra 1: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, Calculus Concepts and Applications - Key Curriculum Press, California Algebra Readiness: Concepts, Skills, and Problem Solving - Glencoe/McGraw Hill, California Geometry: Concepts, Skills, and Problem Solving - Glencoe/McGraw HillCalifornia Algebra 2: Concepts, Skills, and Problem Solving - Glencoe/McGraw HillPre-Calculus - Key Curriculum Press (adopted 2008 ,2010, 2012) Integrated Common Core Math 1: We are currently piloting two programs. Carnegie Math and College Preparatory Mathematics (CPM). We anticipate one of these programs will be adopted in the spring of 2015.	Yes	0.0
Science	Introductory Chemistry: A Foundation - Houghton Mifflin, Essentials of Anatomy and Physiology 6th Edition - McGraw Hill, Modern Earth Science - Holt, Rinehart, and Winston, Modern Biology - Holt, Rinehart, and Winston, Physics: Principles and Problems - Glencoe/McGraw Hill (2008, 2012)		0.0
History-Social Science	United States History Modern America - Prentice Hall, Magruder's American Government - Prentice Hall, World History Era - Prentice Hall, Economics: Principles in Action - Prentice Hall (adopted 2003, 2008)	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Lab Eqmt(9-12)			0.0

School Facility Good Repair Status - Most Recent Year

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	Poor	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	

Overall Facility Rate - Most Recent Year

Overall Rating	Poor
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Last updated: 12/4/2014

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	54	50	57	53	49	51	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 12/4/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	57
Male	59
Female	54
Black or African American	27
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	7
Students with Disabilities	27
Students Receiving Migrant Education Services	15

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 12/4/2014

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50%	50%	50%	49%	49%	47%	54%	56%	55%
Mathematics	22%	27%	22%	44%	45%	43%	49%	50%	50%
History-Social Science	45%	47%	41%	42%	46%	43%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/29/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	4
Similar Schools	2	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/29/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-5	7	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	6	-13
Native Hawaiian or Pacific Islander			
White	-1	11	-11
Two or More Races			
Socioeconomically Disadvantaged	-20	-5	17
English Learners	-44	-2	-3
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2015

Career Technical Education Programs (School Year 2013-14)

Dixon High School offers a number of Career Technical Education (CTE) programs, including:

Ag Science, Mechanics, Wildlife Art and Supervised Agricultural Education Projects

The DHS Ag Department is known state wide as a model program. We currently have three teachers working in the program, and we offer a wide range of classes, including: Ag Biology, Ag Environmental Science, Wildlife Art (Taxidermy), Ag Mechanics I and II, and Ag Practices. Students in our Ag program both hands-on and academic experiences designed to prepare them for the world of career and work.

Culinary Arts/Foods

Dixon High School offers a culinary arts program that focuses on the safe and healthy preparation of food. Furthermore, students in our Foods program learn entrepreneurial skills and they operate a small business selling ready-made foods to staff.

Computer Technology and Multimedia Arts

To graduate from Dixon High School all students must pass an introductory computer technology course. This course serves as the basis for our two curricular paths: Computer Science and Multimedia Arts. Computer Science is currently in its first year. Students learn the basics of coding, web site design, and robotics. Next year we will offer an AP Computer Science course for those students interested in pursuing this. Our Multimedia Arts program offers three courses: Multimedia I, Multimedia II, and Multimedia Publishing. All three courses work with industry standard equipment and software so that students leave the program with the basic skills necessary to continue their education or pursue work in this field. Furthermore, students can earn Adobe Certification in the Multimedia II class.

Last updated: 1/29/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1120
Percent of pupils completing a CTE program and earning a high school diploma	81.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/29/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.3
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	44.4

State Priority: Other Pupil Outcomes

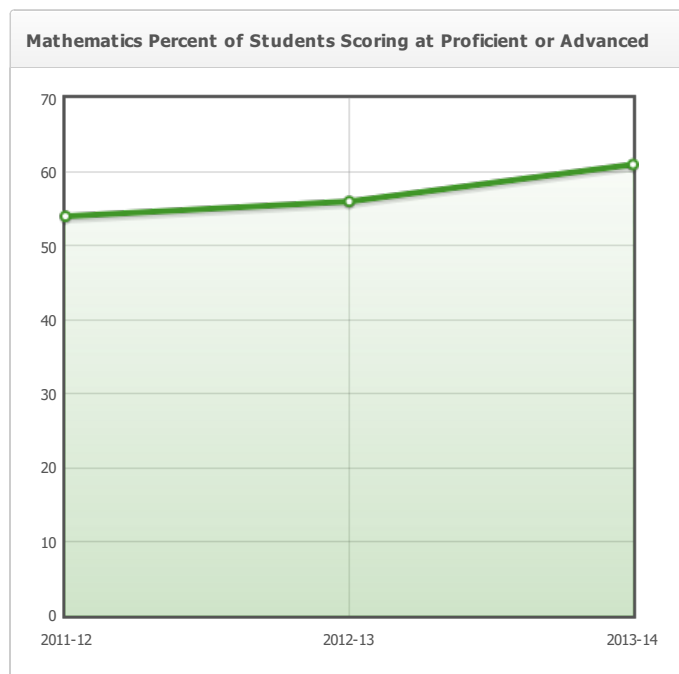
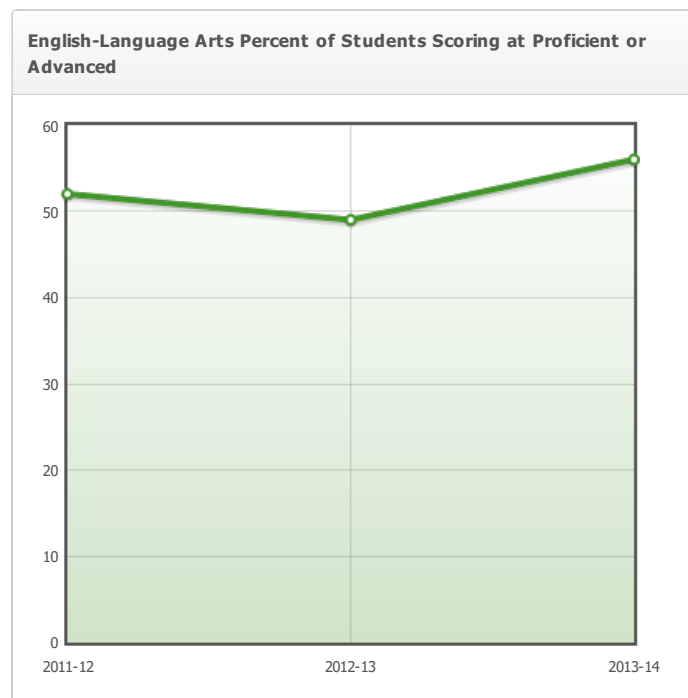
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	52%	49%	56%	51%	48%	54%	56%	57%	56%
Mathematics	54%	56%	61%	53%	56%	58%	58%	60%	62%

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.



Last updated: 1/29/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46%	29%	25%	42%	38%	19%
All Students at the School	44%	30%	26%	39%	40%	21%
Male	52%	27%	20%	41%	38%	21%
Female	35%	32%	33%	37%	42%	21%
Black or African American	55%	27%	18%	64%	27%	9%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	54%	30%	16%	54%	34%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	29%	31%	39%	20%	50%	29%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	27%	16%	58%	32%	10%
English Learners	94%	6%	N/A	91%	6%	3%
Students with Disabilities	78%	11%	11%	67%	33%	N/A
Students Receiving Migrant Education Services	72%	16%	12%	76%	16%	8%

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.

Last updated: 1/29/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.2%	32.4%	39.5%

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.

Last updated: 12/4/2014

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents have a number of avenues to get involved at Dixon High School. Parent organizations include the PTO, Dixon Schools Athletic Boosters, Band Boosters, numerous sport specific boosters, Dixon Sober Grad Night, and ELAC. Dixon High School also hosts a number of information nights to get parents more involved in their children’s education. In addition to Back to School Night and Open House, parents join us Cash-4-College, College Admissions sessions, events, band concerts, plays and musicals, and college application sessions. Dixon High School parents also serve as representatives on district facilities teams and the district’s LCAP planning group.

State Priority: Pupil Engagement

Last updated: 1/29/2015

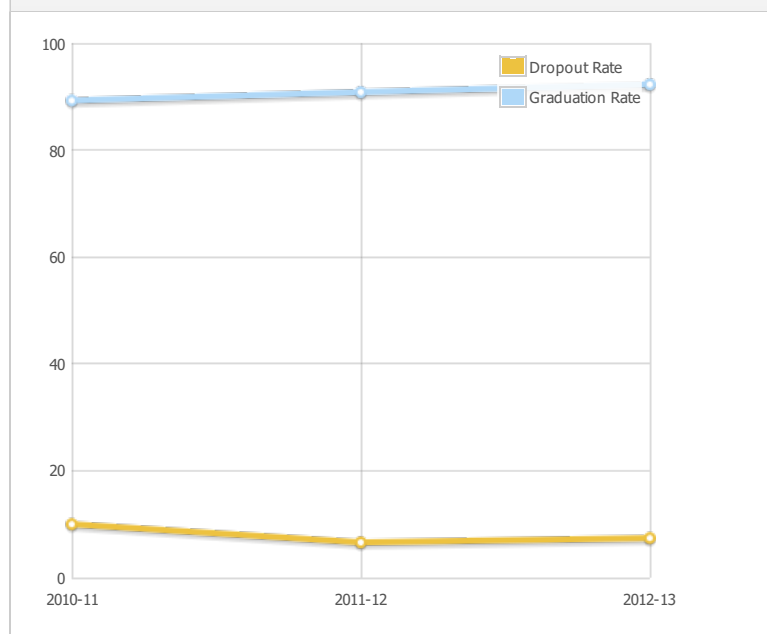
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.0	6.6	7.4	16.2	13.4	13.9	14.7	13.1	11.4
Graduation Rate	89.27	90.84	92.28	0	0	0	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/29/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	94	81	84
Black or African American	87	70	75
American Indian or Alaska Native	100	100	77
Asian	85	85	92
Filipino	83	83	92
Hispanic or Latino	94	75	80
Native Hawaiian or Pacific Islander	100	100	84
White	96	88	90
Two or More Races	50	33	89
Socioeconomically Disadvantaged	99	78	82
English Learners	67	44	53
Students with Disabilities	72	58	60

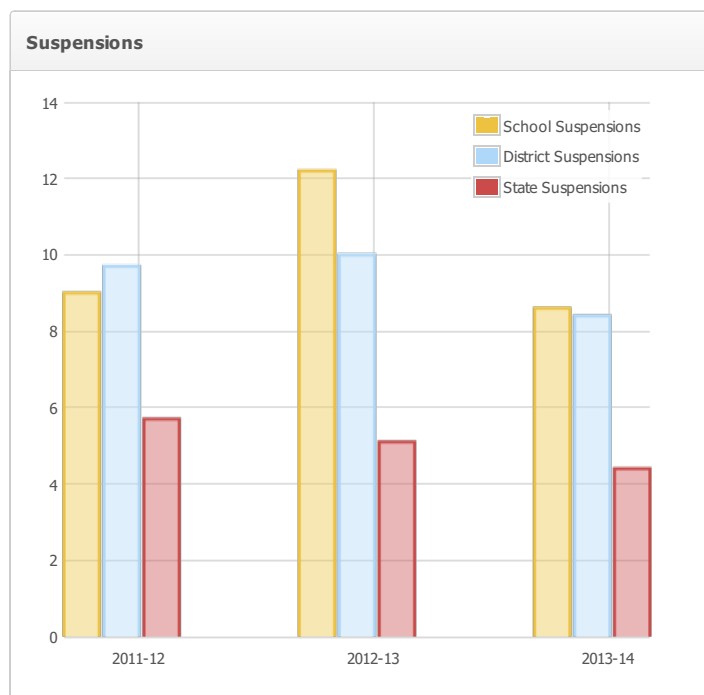
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.00	12.20	8.60	9.70	10.00	8.40	5.70	5.10	4.40
Expulsions	0.10	0.00	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 1/29/2015

School Safety Plan - Most Recent Year

Student safety at Dixon High School is a priority. We pride ourselves on our safe campus, as evidenced by our low percentage of violent acts, bullying, and other negative behaviors. Site staff and administration take a proactive approach to student behavior management. Dixon High School reviews and updates its procedures for evacuations, fire emergencies, and intruders every year. Staff and students are trained on what to do in these incidents, and we have drills to practice for them. Dixon High School employs two part-time campus supervisors to ensure students are safe and conduct themselves in appropriate ways. All teachers have supervisory duties as well throughout the day. Visitors to campus must come through the front office where they check in and are given a badge to indicate they are allowed on campus. Dixon High School has first aid kits throughout campus, and we have two AED machines should students, staff, or visitors have cardiac emergencies. All athletic coaches are CPR Certified and current with the most recent research and protocols for concussions.

Last updated: 1/29/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	Yes	N/A

Last updated: 1/29/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		Year 5
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	0.5%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/2/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	6	27	10	27.0	13	15	22	25.0	14	25	10
Mathematics	28.2	7	20	13	26.0	13	15	18	27.0	8	22	16
Science	28.3	5	22	6	31.0	1	18	15	29.0	7	11	15
Social Science	26.9	6	19	7	26.0	8	16	13	26.0	8	16	11

* 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: 1/29/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	550.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	3.8	N/A
Other		N/A

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

* 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: 1/21/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,743	\$204	\$4,539	\$64,755
District	N/A	N/A	\$5,195	\$62,071
Percent Difference – School Site and District	N/A	N/A	-12.60%	4.30%
State	N/A	N/A	\$5,537	\$63,037
Percent Difference – School Site and State	N/A	N/A	-18.00%	2.70%

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

Last updated: 12/17/2014

Types of Services Funded (Fiscal Year 2013-14)

In the 2013-2014 school year, Dixon High School utilized EIA funds to fund the following:

- **Dixon High School Learning Center:** The Learning Center was open three days a week in the afternoon and staffed by a Dixon High School classified employee. Tutors from UC Davis frequently came to help DHS students in all subject areas.
- **English Language Coordinator:** EL Coordinator ensured our EL students were properly monitored per Education Code. This individual also coordinated and ran our ELAC committee, worked individually with students, attended professional development pertaining to ELD, and coached individual teachers regarding effective EL strategies.
- **College Advising Program:** DHS contracted with Destination College Advising Corps to bring a full time college adviser to our campus to work with underrepresented college-going populations.

Last updated: 1/22/2015

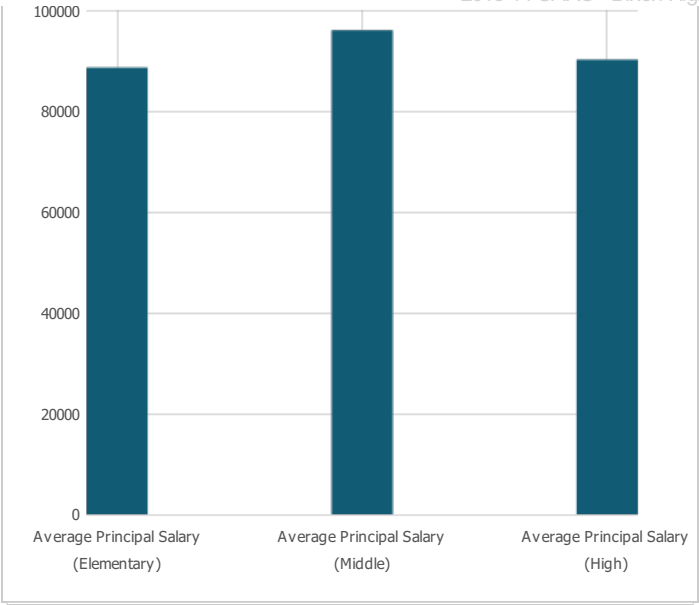
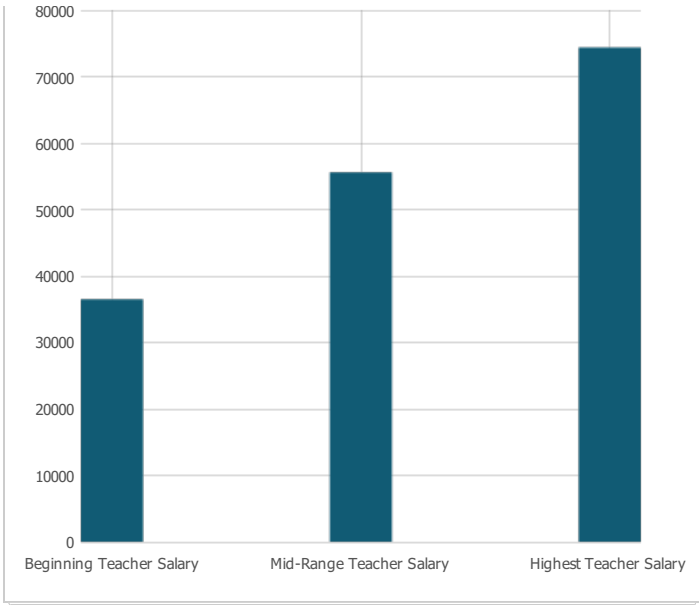
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,495	\$38,920
Mid-Range Teacher Salary	\$55,593	\$59,803
Highest Teacher Salary	\$74,377	\$78,096
Average Principal Salary (Elementary)	\$88,609	\$95,836
Average Principal Salary (Middle)	\$96,015	\$99,849
Average Principal Salary (High)	\$90,184	\$107,599
Superintendent Salary	\$161,706	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/29/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	12	0.8

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

*Where there are student course enrollments.

Last updated: 1/29/2015