

# Siskiyou County Special Education

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

## Steven Martin, Associate Sup/SELPA Director

Principal, Siskiyou County Special Education

### About Our School

### Contact

*Siskiyou County Special Education*  
609 South Gold St.  
Yreka, CA 96097-3110

Phone: 530-842-8432  
E-mail: [smartin@siskiyoucoe.net](mailto:smartin@siskiyoucoe.net)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Siskiyou County Office of Education
<b>Phone Number</b>	(530) 842-8400
<b>Superintendent</b>	Kermith Walters
<b>E-mail Address</b>	<a href="mailto:kwalters@siskiyocoe.net">kwalters@siskiyocoe.net</a>
<b>Web Site</b>	<a href="http://www.siskiyocoe.net">www.siskiyocoe.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Siskiyou County Special Education
<b>Street</b>	609 South Gold St.
<b>City, State, Zip</b>	Yreka, Ca, 96097-3110
<b>Phone Number</b>	530-842-8432
<b>Principal</b>	Steven Martin, Associate Sup/SELPA Director
<b>E-mail Address</b>	<a href="mailto:smartin@siskiyocoe.net">smartin@siskiyocoe.net</a>
<b>Web Site</b>	<a href="http://www.siskiyocoe.net">www.siskiyocoe.net</a>
<b>County-District-School (CDS) Code</b>	47104706069405

*Last updated: 1/22/2018*

### School Description and Mission Statement (School Year 2017-18)

**Mission Statement :** Our goal is to provide a free and appropriate public education to all our children in the least restrictive environments. we endeavor to support and educate children in partnership with general education utilizing collaboration and coordination of services.

**Description:** Siskiyou County Office of Education provides special day class programs for students with moderate to severe disabilities through the guidelines of the Special Education Local Plan Area (SELPA) - Special Education Services. We serve students from birth to 22 years of age throughout Siskiyou County in separate classes that are located on regular education campuses. The students are provided specialized instruction in areas related to their individual education plans. We provide programs such as Work Ability, which is a school-to-work program for youth in special education and the Transition Partnership Program, which provides work-based experience leading to successful transition to employment. We provide advanced training to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.

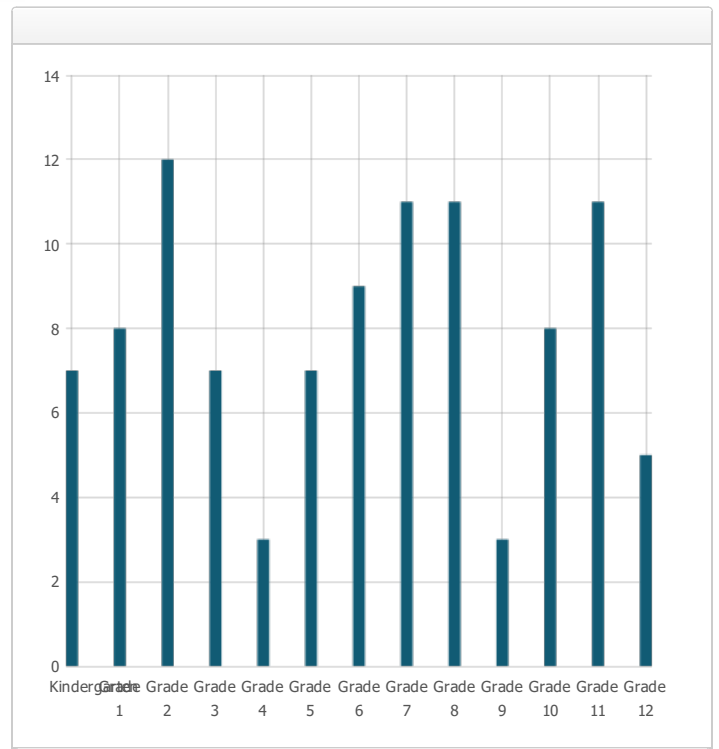
In addition we offer a variety of Health and Student Services providing students, staff and schools with a safe and healthy working and learning environment to facilitate and promote a health-oriented lifestyle and provide opportunities to learn about decisions which affect health for a lifetime.

**Disclaimer:** The information provided in this SARC has been entered to the best of our knowledge. The data populated in the SARC template is provided by the California Department of Education. As there is a lack of clarity in how the data was obtained, we have found it very difficult to know how to confirm its accuracy and how to populate certain aspects of this SARC.

*Last updated: 1/22/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	7
Grade 1	8
Grade 2	12
Grade 3	7
Grade 4	3
Grade 5	7
Grade 6	9
Grade 7	11
Grade 8	11
Grade 9	3
Grade 10	8
Grade 11	11
Grade 12	5
Total Enrollment	102



*Last updated: 1/22/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	9.8 %
Asian	3.9 %
Filipino	0.0 %
Hispanic or Latino	19.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	52.9 %
Two or More Races	11.8 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.7 %
English Learners	2.9 %
Students with Disabilities	99.0 %
Foster Youth	2.0 %

*Last updated: 1/22/2018*

## A. Conditions of Learning

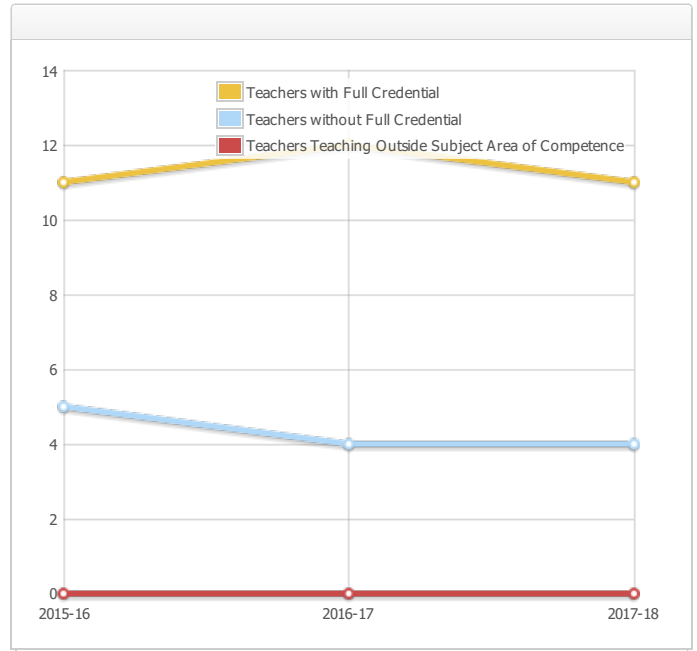
### State Priority: Basic

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	12	11	11
Without Full Credential	5	4	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/31/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: August 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
Mathematics	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
Science	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
History-Social Science	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
Foreign Language	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
Health	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	0.0 %
Visual and Performing Arts	Our students participate in CORE curriculum areas in the general education classes on the school sites in which each special day class program is located.	Yes	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: 1/22/2018

## School Facility Conditions and Planned Improvements

Siskiyou County Special Education provides a regional program consisting of 13 classrooms on campuses in local school districts across Siskiyou County. We have a team of 4 fulltime maintenance custodians and 1 part-time custodian to ensure that classrooms and restrooms are kept clean and safe, providing a safe clean environment for students, staff, and volunteers.

The Risk Control Manager of InterWest Insurance Services, Inc, Phillip Clark of Keenan and Associates, and HUE and Cry Security System, Inc. evaluate and inspect facilities for adherence to safety protocols at regular intervals to ensure compliance with all applicable health and safety codes. In addition site teachers are required and trained to populate the Monthly Self Inspection Tool to identify, document, and request any needed repairs, upgrades, hazardous conditions or safety violations in writing to our Maintenance Supervisor, Leroy Shipman. Each of our facilities meet Williams Act criteria.

*Last updated: 1/22/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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*Last updated: 1/22/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	18%	24%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	10%	13%	23%	23%	36%	37%

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: 1/22/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	59	38	64.41%	23.68%
Male	38	26	68.42%	23.08%
Female	21	12	57.14%	25.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	19	59.38%	15.79%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	27	75.00%	25.93%
English Learners	--	--	--	--
Students with Disabilities	55	36	65.45%	22.22%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 1/29/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	59	38	64.41%	13.16%
Male	38	26	68.42%	15.38%
Female	21	12	57.14%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	19	59.38%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	27	75.00%	14.81%
English Learners	--	--	--	--
Students with Disabilities	55	36	65.45%	11.11%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 1/22/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	61.0%		60.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/29/2018*

**Career Technical Education Programs (School Year 2016-17)**

N/A
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*Last updated: 1/22/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/22/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 1/22/2018

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved in the educational program for their children through the annual Individualized Education Plan meetings. Their child's program is designed for the school year. Three year re evaluation assessment meetings are also held to update the eligibility for special education services for each child. Parents are kept informed of their student's progress in school on a daily basis through parent/teacher communication verbally or in writing as needed. Parents are also given quarterly written progress reports on their child's individual goals and objectives. Parents are invited to participate in classroom activities throughout the year such as; field trips, special projects and classroom observation.

### State Priority: Pupil Engagement

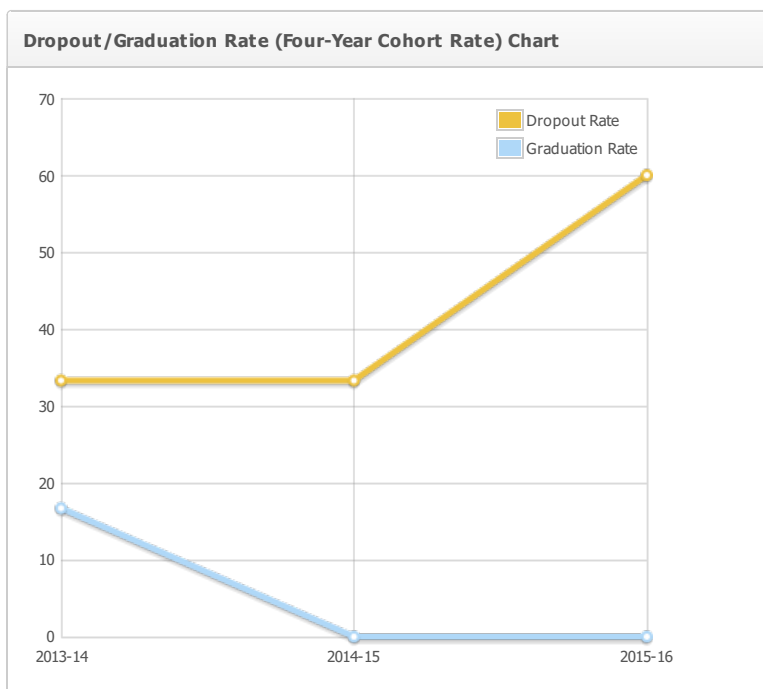
*Last updated: 1/24/2018*

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	33.3%	33.3%	60.0%	38.5%	36.4%	21.4%	11.5%	10.7%	9.7%
Graduation Rate	16.7%	0.0%	0.0%	23.1%	9.1%	50.0%	81.0%	82.3%	83.8%



*Last updated: 1/24/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	0.0%	75.6%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	75.0%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	0.0%	66.7%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	75.0%	91.0%
Two or More Races	0.0%	50.0%	90.6%
Socioeconomically Disadvantaged	0.0%	77.4%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	57.1%	63.9%
Foster Youth	0.0%	--	--

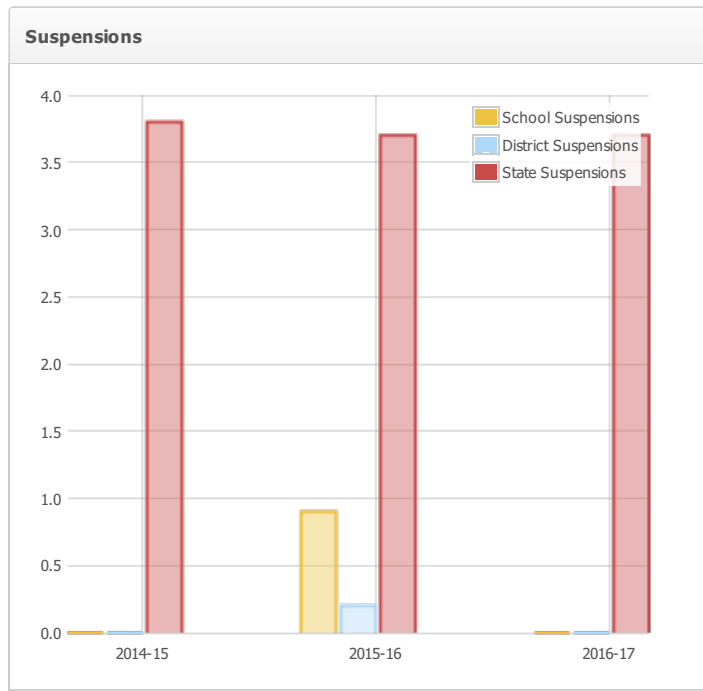
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.9%	0.0%	0.0%	0.2%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2018

## School Safety Plan (School Year 2017-18)

The Special Education Department is committed to providing a safe and secure campus for all Students, Parents, and Staff. Each individual SCOE classroom is covered by a site-specific safety plan developed by the District and site that hosts each SCOE class. Those plans are comprehensive, include coordination with all countywide government agencies, and ensure that SCOE students on each campus will be provided with the supports and services needed in an emergency. Each staff member is certified in CPR annually and each classroom is provided with a safety backpack for emergency situations. Student specific safety procedures are reviewed annually for each student. Our SCOE classes are required to practice fire, intruder, and evacuation drills as a part of each school's site safety plan.

Last updated: 1/24/2018

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

*Last updated: 1/24/2018*

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

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7.0	2	0	0	7.0	3	0	0	3.0	5	0	0
1	0.0	0	0	0	0.0	0	0	0	1.0	5	0	0
2	0.0	0	0	0	0.0	0	0	0	1.0	5	0	0
3	1.0	2	0	0	0.0	0	0	0	1.0	5	0	0
4	1.0	1	0	0	1.0	1	0	0	1.0	5	0	0
5	6.0	2	0	0	2.0	2	0	0	1.0	5	0	0
6	2.0	2	0	0	5.0	3	0	0	1.0	5	0	0
Other	7.0	6	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/24/2018*

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

Subject	2014-15				2015-16				2016-17			
	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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	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.

Last updated: 1/24/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	3.8	N/A
Social Worker	0.0	N/A
Nurse	1.6	N/A
Speech/Language/Hearing Specialist	5.2	N/A
Resource Specialist (non-teaching)	2.4	N/A
Other	0.0	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: 1/24/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$76948.0	\$69512.3	\$7435.7	\$61926.7
District	N/A	N/A	\$7435.7	\$61926.7
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	12.3%	-12.2%

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

Last updated: 1/29/2018



**Types of Services Funded (Fiscal Year 2016-17)**

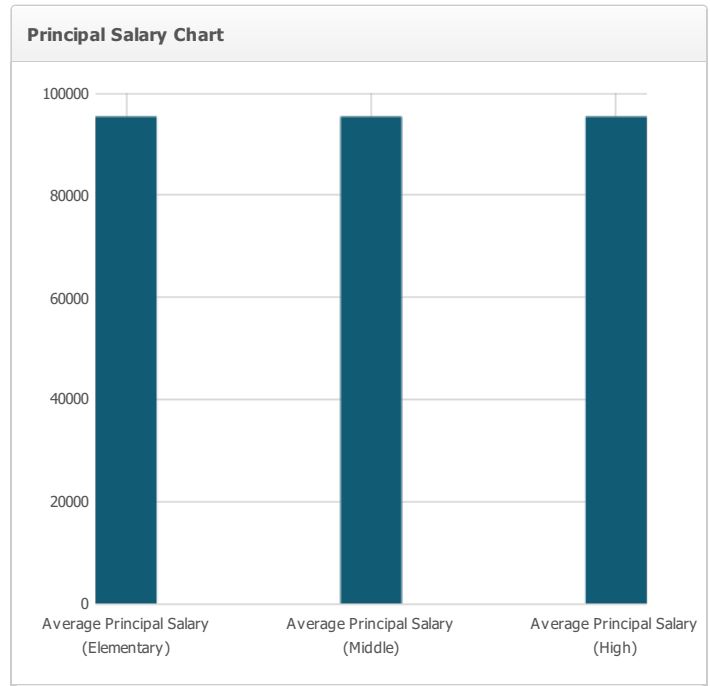
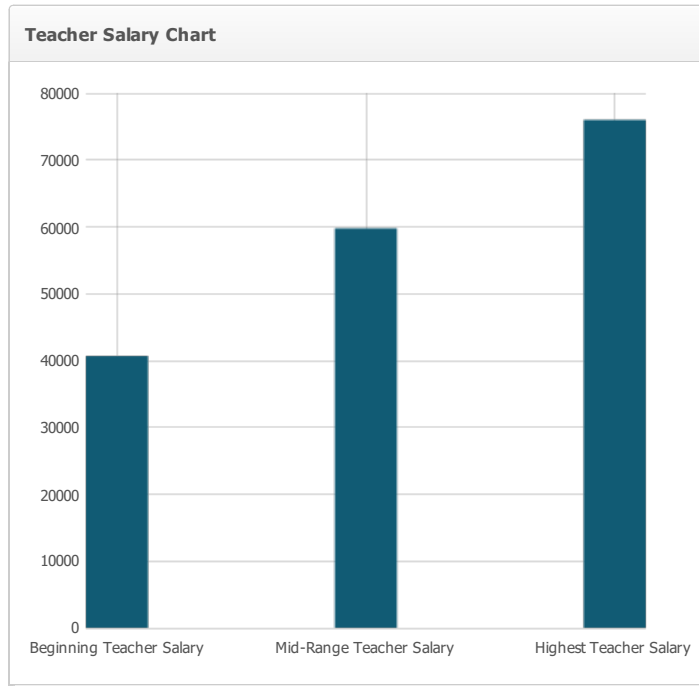
Our students are provided services through the SELPA-Special Education Services, which are restricted funding sources

*Last updated: 1/29/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,678	\$45,374
Mid-Range Teacher Salary	\$59,774	\$67,188
Highest Teacher Salary	\$75,997	\$91,637
Average Principal Salary (Elementary)	\$95,406	\$102,366
Average Principal Salary (Middle)	\$95,406	\$107,289
Average Principal Salary (High)	\$95,406	\$123,947
Superintendent Salary	\$108,145	\$132,751
Percent of Budget for Teacher Salaries	23.0%	28.0%
Percent of Budget for Administrative Salaries	2.0%	6.0%

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



*Last updated: 1/29/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

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	0.0%

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

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

*Last updated: 1/24/2018*

**Professional Development**

All teachers have been trained in the Unique Learning Systems curriculum. Teachers and Support staff continue to be trained in the Crisis Prevention Instructional Program. In addition, Teachers and Specialists are receiving professional development in the areas of autism, behavior, and other instructional strategies through presentations at SCOE or through conference attendance. Teachers are supported by Program Managers in the adoption of Common Core Curriculum

*Last updated: 1/24/2018*