

Pescadero High

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.

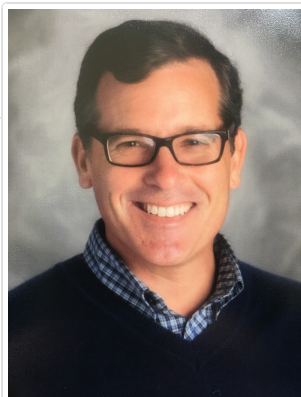
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Mr. Kevin Allen, Middle/High School Principal

Principal, Pescadero High

About Our School

The Mission of Pescadero High School is founded in the Mission Statement of the La Honda-Pescadero Unified School District. The underlying theme is to provide each student with a quality education in a non-threatening, creative learning environment.

Pescadero High School will:

- Provide personalized, individual attention to the needs of the students.
- Provide an environment that promotes high achievement.
- Encourage all stakeholders to have a say in the educational process and its outcomes.
- Draw on parents and the surrounding community for support and involvement.
- Respond, flexibly, to the needs of a diverse community.
- Incorporate the rich local resources in the educational process.

As a component of its WASC Accreditation, Pescadero High School has designated the following outcomes:

- Students will be resourceful thinkers.
- Students will be self-directed lifelong learners.
- Students will be skilled communicators.
- Students will be responsible individuals.

Contact

*Pescadero High
350 Butano Cut Off
Pescadero, CA 94060-0730*

Phone: 650-879-0274
Email: kallen@hpUSD.com

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	La Honda-Pescadero Unified
Phone Number	(650) 879-0286
Superintendent	Amy Wooliever
Email Address	amyw@lhpUSD.com
Website	www.lhpUSD.com

School Contact Information (School Year 2019—20)	
School Name	Pescadero High
Street	350 Butano Cut Off
City, State, Zip	Pescadero, Ca, 94060-0730
Phone Number	650-879-0274
Principal	Mr. Kevin Allen, Middle/High School Principal
Email Address	kallen@lhpUSD.com
Website	https://www.lhpUSD.com/
County-District-School (CDS) Code	41689404135331

Last updated: 1/30/2020

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

The Mission of Pescadero High School is founded in the Mission Statement of the La Honda-Pescadero Unified School District. The underlying theme is to provide each student with a quality education in a non-threatening, creative learning environment.

Pescadero High School will:

Provide personalized, individual attention to the needs of the students.

Provide an environment that promotes high achievement.

Encourage all stakeholders to have a say in the educational process and its outcomes.

Draw on parents and the surrounding community for support and involvement.

Respond, flexibly, to the needs of a diverse community.

Incorporate the rich local resources in the educational process.

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Students will be resourceful thinkers.

Students will be self-directed lifelong learners.

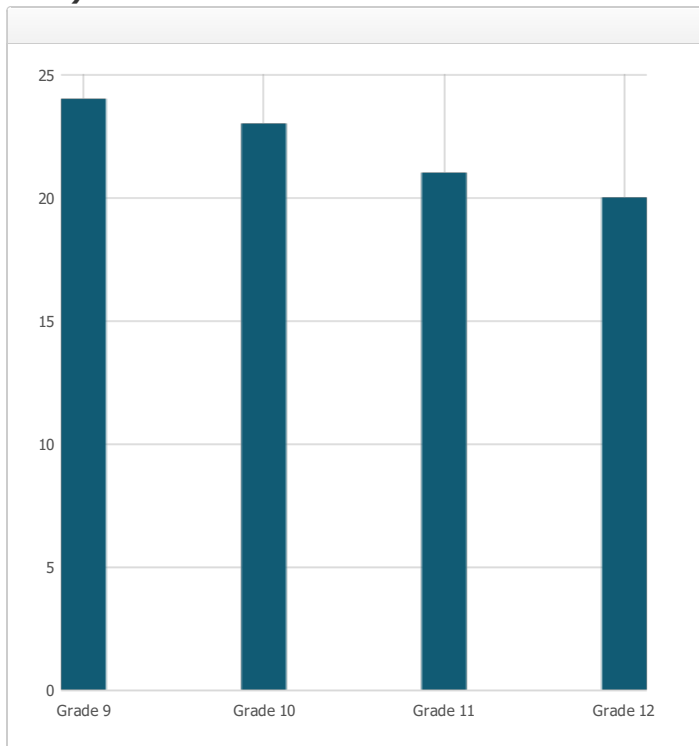
Students will be skilled communicators.

Students will be responsible individuals.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Grade 9	24
Grade 10	23
Grade 11	21
Grade 12	20
Total Enrollment	88



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	69.30 %
Native Hawaiian or Pacific Islander	%
White	27.30 %
Two or More Races	3.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.80 %
English Learners	44.30 %
Students with Disabilities	12.50 %
Foster Youth	1.10 %
Homeless	%

A. Conditions of Learning

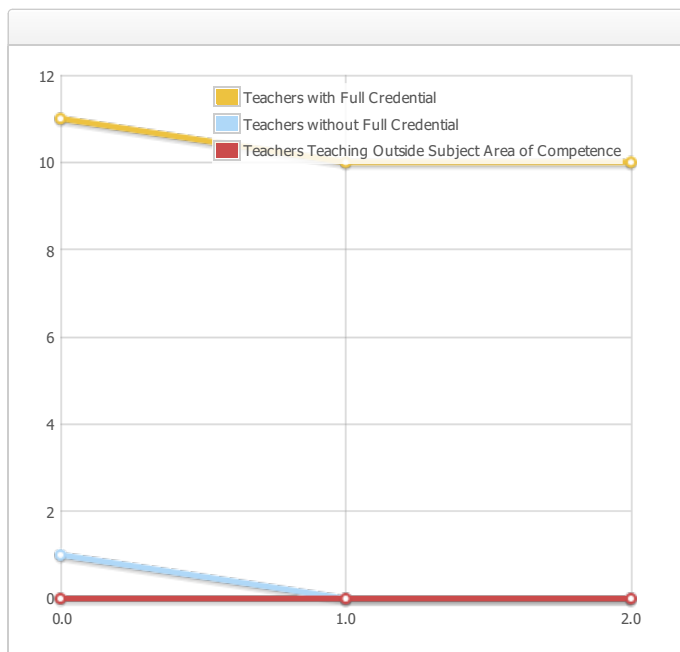
State Priority: Basic

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

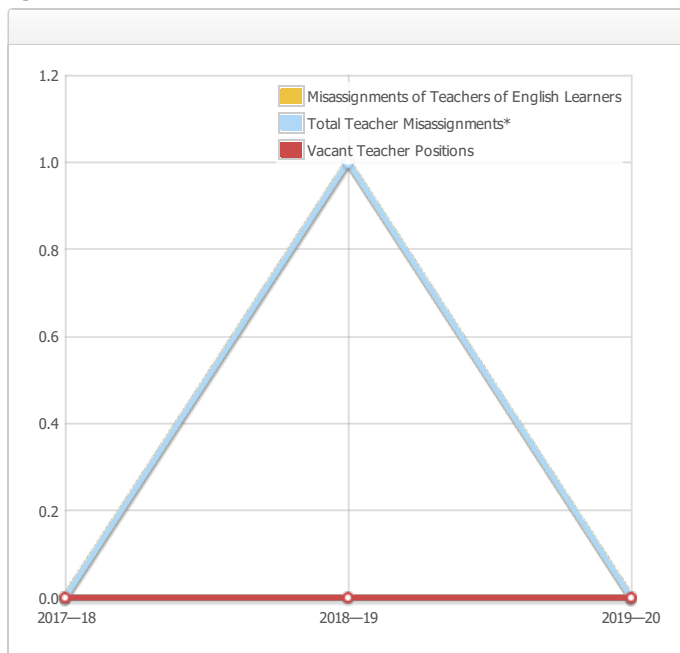
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	11	10	10	32
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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: 1/30/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts No 0.0 % McDougal Little/1997 Revised Core Literature List aligned with CCSS	Yes	0.00 %
Mathematics	Prentice Hall/2001 Prentice Hall Algebra 2001 CPM 2013 Algebra 2/2005 Springboard Math 2014 Trig./Paul Forester/2005 Springboard Math 2014 Cal/Houghton Mifflin/2005 Springboard Math 2014	Yes	0.00 %
Science	Int. Sci./Pearson/2010 Biology/Holt/1999 Chem/Holt/2001 Physics/4th ed. Wiley 6th ed./2003	Yes	0.00 %
History-Social Science	World History - McDougal/2003 US History - McDougal/2003 Civics - Glencoe/1996	Yes	0.00 %
Foreign Language	Glenco/Buen Viaje/2008	Yes	0.00 %
Health	Glencoe/2010	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: 1/30/2020

School Facility Conditions and Planned Improvements

The school facilities, maintained by a custodian are clean and safe. Facilities include classrooms, athletic fields, a gym, theater, library, and science labs. All classrooms have Internet-accessible computers at a school-wide ratio of one student per computer.

The District maintains a Deferred Maintenance Program, which assists schools with expenditures for major repair or replacement of existing building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior and exterior painting and floor systems.

We also recruit students, families, and community members for School Cleanup Days. These occur at least twice a year on Saturdays.

Students also participate in the design and execution of large-scale mural projects.

Last updated: 1/30/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/30/2020

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)	41.0%	81.0%	40.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	71.0%	22.0%	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: 1/30/2020

**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	21	21	100.00%	0.00%	80.95%
Male	--	--	--	--	
Female	14	14	100.00%	0.00%	92.86%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	14	14	100.00%	0.00%	71.43%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	73.33%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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: 1/30/2020

**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	21	21	100.00%	0.00%	71.43%
Male	--	--	--	--	
Female	14	14	100.00%	0.00%	78.57%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	14	14	100.00%	0.00%	64.29%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	66.67%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
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: 1/30/2020

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

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

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

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

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

None.

Last updated: 1/30/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/29/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.45%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	37.04%

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
9	21.70%	17.40%	17.40%

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: 1/29/2020

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)

Parent involvement is critical to student success. The education process is structured to encourage parental involvement and enlist their support in the education of their children. LHPUSD allocates resources for a full time Community Liaison and part time Community Engagement personnel whose sole purpose is to provide greater parent involvement. Activities include, home visits with administration and staff, monthly parent meetings, focal student interventions and parent academies. Bilingual daily bulletins keep parents updated on school events and engagement opportunities.

The Pescadero Education Foundation supports the school through its fundraising activities and many committees, coordinating services and organizing celebrations and events such as the school picnic, field trips, assemblies, special projects, garden programs, and the annual music/winter program.

The Pescadero Education Foundation was established in 1997 under the umbrella of Southcoast Children's Services for the purpose of funding educational enrichment at Pescadero. The foundation became a separate entity in 2000, and through its popular school events, continues to fund various needs of the elementary and middle schools. In 2015, the PTA and the Pescadero Education Foundation merged into one organization in order to strengthen their effects and pool their talents. In 2018, a teacher and parent combined to organize and begin the PUMA Event Planners, a diverse group of parent volunteers whose work is to provide for events and occasions that celebrate the Pescadero Elementary School's culture, talents, and academic success. At the high school level, students participate in sports which are supported by the Viking Boosters parent and community group that fundraises to support student uniforms, equipment, and transportation.

Parents also have opportunities to be involved with decision-making at both the school and district levels by serving as members and school representatives on the school's School Site Council, English Learner Advisory Committee, and various district committees.

Parents are involved as classroom volunteers, participants in fund-raising events, school field trip helpers and in supporting their children's learning at home.

To learn more about specific opportunities for getting involved, please contact Phil Hophan or Kevin Allen at 650-879-0332.

State Priority: Pupil Engagement

Last updated: 1/29/2020

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

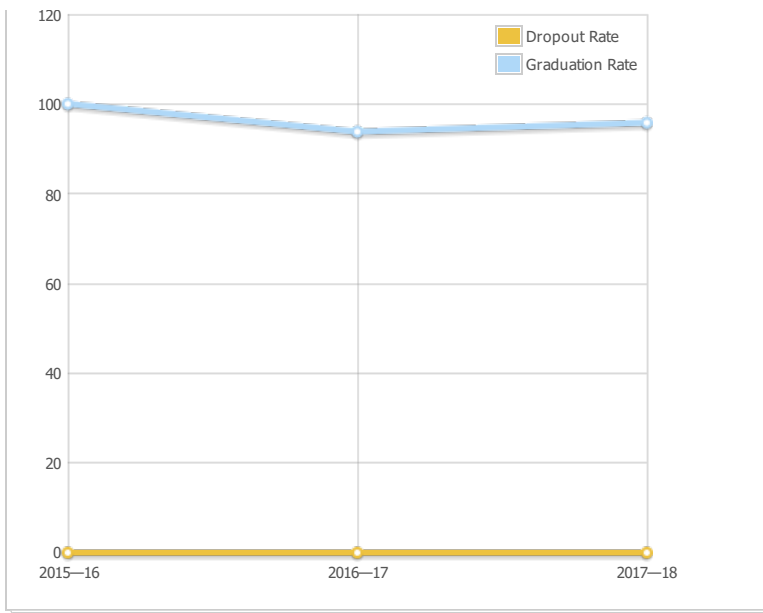
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	100.00%	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%
Graduation Rate	93.80%	95.80%	93.80%	95.80%	82.70%	83.00%

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



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: 1/29/2020

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	4.00%	3.20%	2.20%	2.70%	1.90%	1.50%	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: 1/29/2020

School Safety Plan (School Year 2019—20)

La Honda-Pescadero Unified, along with other San Mateo County School Districts, endorse and support The Big Five as part of our comprehensive safety preparedness plan. The Big Five supports a common language in the event of the following emergencies: Shelter in Place, Secure Campus, Drop/Cover/Hold On, Evacuation and Lockdown/Barricade. Staff have been trained in the protocols and students and parents have been presented with information pertaining to The Big Five.

All classrooms and spaces have emergency bags that contain emergency folders and handbooks. Walkie talkies have been implemented for immediate school needs that may or may not be related to The Big Five.

The school safety plan/handbook is revised yearly and reviewed with staff. It was most recently updated and reviewed in August of 2019. In addition to our safety plan/handbook, The Big Five resources and materials are reviewed, shared and discussed for clarification at the start of each school year and throughout the school year as needed.

Finally, the LHPUSD began conducting coordinated district wide safety drills so as to ensure communication between the sites and the district office were solid, and this exercise allowed school sites to debate and discuss safety plans and procedures as a community.

Last updated: 1/29/2020

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				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	11	1	
Mathematics	7.00	11		
Science	8.00	6		
Social Science	4.00	7	1	

* 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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	17		
Mathematics	6.00	12		
Science	13.00	3	1	
Social Science	5.00	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.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	12.00	7	1	
Mathematics	8.00	9		
Science	20.00	1	2	
Social Science	6.00	9		

* 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: 1/29/2020

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

Title	Ratio**
Counselors*	0.68

*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: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.68
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/29/2020

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	\$15688.78	\$2372.28	\$13316.50	\$76185.00
District	N/A	N/A	\$14299.14	\$70010.00
Percent Difference – School Site and District	N/A	N/A	7.00%	-9.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	-77.00%	-20.00%

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

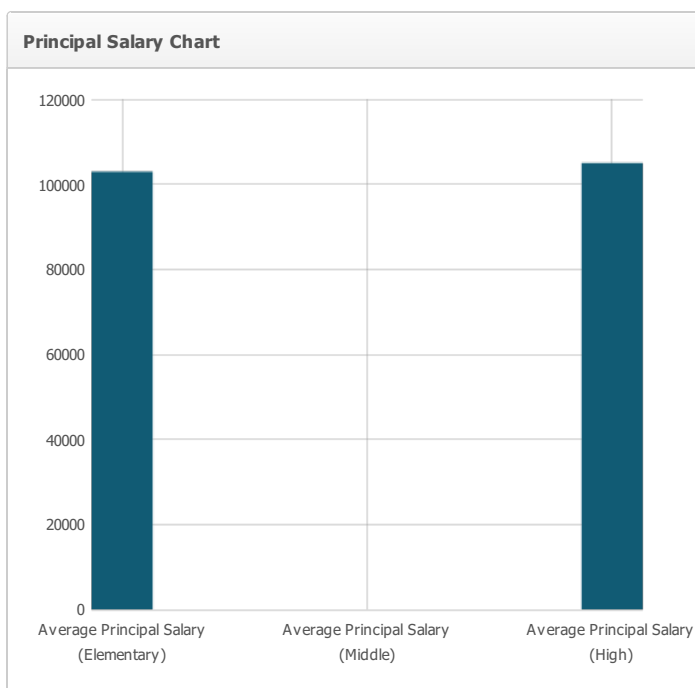
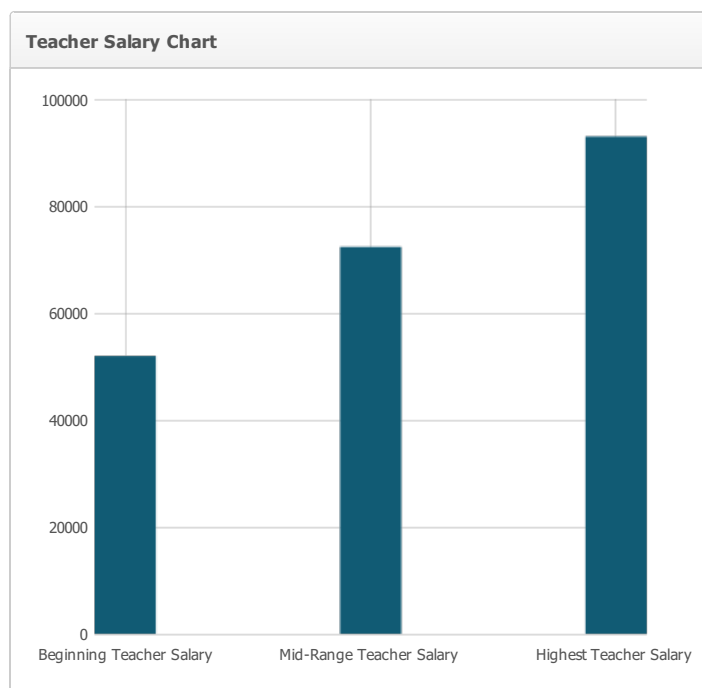
We offer several programs and services that support students academically and social emotionally. This includes the Gay Straight Alliance (GSA), Conflict Resolution, Restorative Justice, Associated Student Body (ASB) which serves as a funding source for these programs and services. We also host the Sheriff's Activity League to all students which provides the Girls Empowering Program and Boys Empowering Program. They sponsor peer-leadership conferences throughout the state and country. We also are plugged into the world-wide advocacy group, Heirs to Our Oceans (H2OO) which raises awareness to environmental issues affecting our planet. Lastly, we offer the YMCA Jones Gulch Outdoor Education Counselors program to serve the San Mateo County middle school outdoor education program. Students are provided with math and language tutoring to support and assist students. We provide counseling services to address various social emotional needs of students. Our partnership with the University of California Santa Cruz (UCSC) called College Connection is a mentor program that serves to tutor and build leadership skills in high school and beyond.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,974	\$43,574
Mid-Range Teacher Salary	\$72,369	\$63,243
Highest Teacher Salary	\$93,017	\$86,896
Average Principal Salary (Elementary)	\$102,949	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$104,987	\$108,954
Superintendent Salary	\$120,584	\$136,125
Percent of Budget for Teacher Salaries	32.00%	30.00%
Percent of Budget for Administrative Salaries	9.00%	6.00%

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



Last updated: 1/29/2020

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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	2	N/A
Social Science	1	N/A
All Courses	6	--

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7