

Pescadero High

School Accountability Report Card Reported Using Data from the 2017—18 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

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

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.

Patricia Talbot, Middle/High School Principal

 Principal, Pescadero High

About Our School

Pescadero High School, the "Home of the Vikings", is a very unique public high school. Located on the "South Coast" of San Mateo County, Pescadero High School draws students from the communities of La Honda, Pescadero, Loma Mar, and San Gregorio. With a current student population of 95 students, Pescadero High School utilizes a creative, dedicated, and outstanding staff to encourage each student to achieve their highest potential. The curricular program is comprised of a rigorous core academic content with high standards. The course of study is enriched through active community involvement such as business and college partnerships, and community programs and services. A wide variety of courses and extra-curricular activities are offered and students are encouraged to include these options in their educational programs. Pescadero High School staff strives to ensure that all students are successful. Much thought and discussion has gone into the question of "what skills and knowledge do we want our students to possess upon graduation from high school?" To this end, we have received funding for a variety of programs that encourage and support students in attaining their goals, including Project SUCCESS and Focal Student Intervention. Students participate in mentoring activities, and complete an advanced research paper and oral presentation to the community prior to graduation. Contact Pescadero High 350 Butano Cut Off Pescadero, CA 94060-0730 Phone: 650-879-0274 E-mail: ptalbot@hpusd.com

Contact

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

*Phone: 650-879-0274
E-mail: ptalbot@hpusd.com*

About This School

Contact Information (School Year 2018–19)

District Contact Information (School Year 2018–19)	
District Name	La Honda-Pescadero Unified
Phone Number	(650) 879-0286
Superintendent	Amy Woollever
E-mail Address	amyw@hpusd.com
Web Site	www.hpusd.com

School Contact Information (School Year 2018–19)	
School Name	Pescadero High
Street	350 Butano Cut Off
City, State, Zip	Pescadero, Ca, 94060-0730
Phone Number	650-879-0274
Principal	Patricia Talbot, Middle/High School Principal
E-mail Address	ptabot@hpusd.com
County-District-School (CDS) Code	41689404135331

Last updated: 2/7/2019

School Description and Mission Statement (School Year 2018–19)

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.

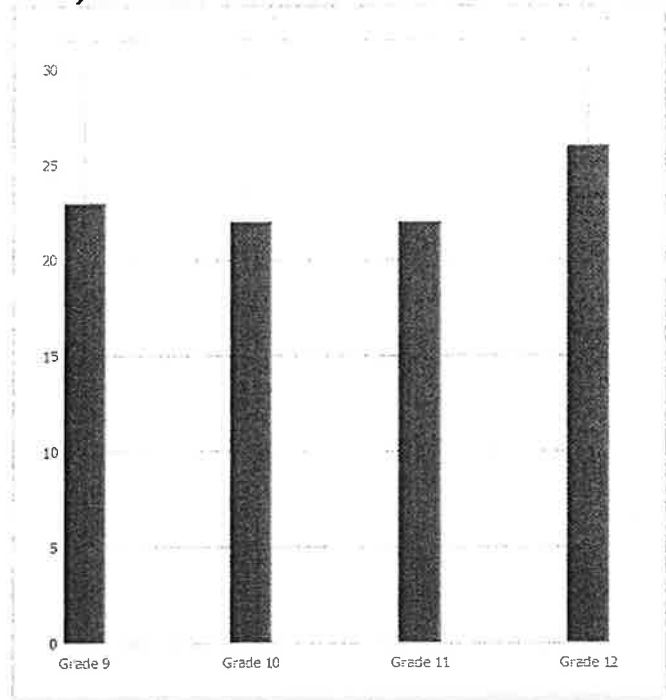
As a component of its WASC Accreditation, Pescadero High School has designated the following outcomes:

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

Last updated: 2/7/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	23
Grade 10	22
Grade 11	22
Grade 12	26
Total Enrollment	93



Last updated: 2/7/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	72.0 %
Native Hawaiian or Pacific Islander	%
White	24.7 %
Two or More Races	3.2 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.7 %
English Learners	40.9 %
Students with Disabilities	10.8 %
Foster Youth	%

A. Conditions of Learning

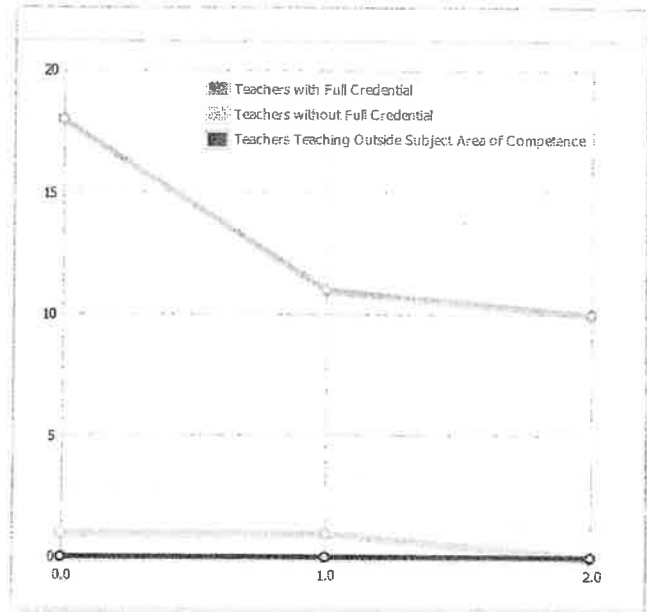
State Priority: Basic

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

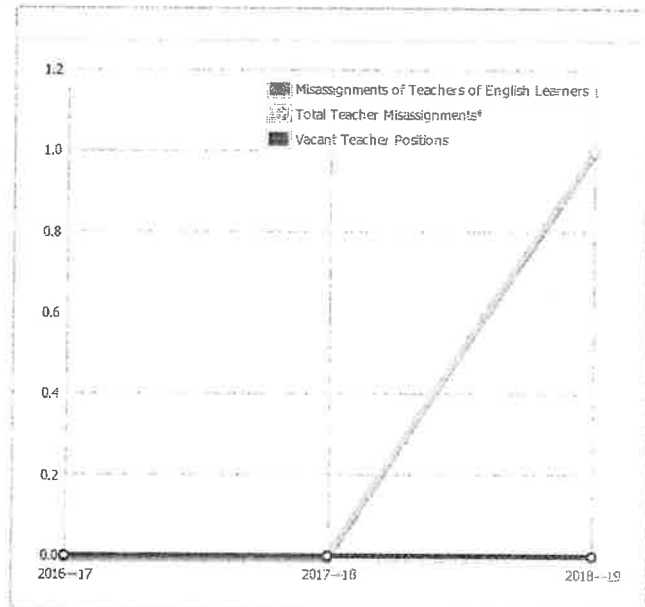
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	18	11	10	32
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 2/7/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	1
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: 2/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and 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	No	0.0 %
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	No	0.0 %
Science	Int. Sci./Pearson/2010 Biology/Holt/1999 Chem/Holt/2001 Physics/4th ed. Wiley 6th ed./2003	Yes	0.0 %
History-Social Science	World History - McDougal/2003 US History - McDougal/2003 Civics - Glencoe/1996	No	0.0 %
Foreign Language	Glenco/Buen Viaje/2008	Yes	0.0 %
Health	Glencoe/2010	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/7/2019

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.

Visitors to campus check in at the main office upon arrival. Appropriate supervision is provided during all class breaks, lunch periods, and before and after school. Pescadero High School is a closed campus. Only seniors in good academic and behavioral standing may leave campus during breaks under the Senior Privilege Program. Students participating in after-school tutoring, sports, or class events are supervised at all times.

In addition, staff has received training in: Immediate Action Response: The Big Five.

Last updated: 2/7/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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	Fair	Repair needed for fountains. Water not at state standard. Bottled water being used.
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: September 2018

Overall Rating	Good
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Last updated: 2/7/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	41.0%	45.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	29.0%	27.0%	22.0%	37.0%	38.0%

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: 2/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	17	85.00%	41.18%
Male	15	13	86.67%	30.77%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	14	93.33%	35.71%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	12	80.00%	33.33%
English Learners	13	12	92.31%	33.33%
Students with Disabilities	--	--	--	--
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: 2/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	17	85.00%	29.41%
Male	15	13	86.67%	30.77%
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	15	13	86.67%	7.69%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	12	80.00%	8.33%
English Learners	13	11	84.62%	9.09%
Students with Disabilities	--	--	--	--
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: 2/7/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/7/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

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: 2/7/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	90.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4%

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 2017—18)

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 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: 2/7/2019

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 2018—19)

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.

State Priority: Pupil Engagement

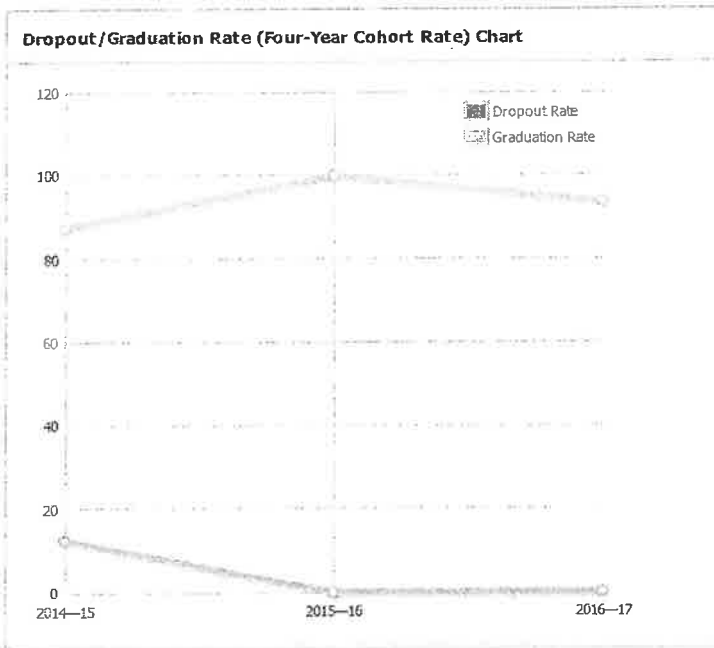
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	12.5%	0.0%	12.5%	0.0%	10.7%	9.7%
Graduation Rate	87.5%	100.0%	87.5%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	0.0%	9.1%
Graduation Rate	93.8%	93.8%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	93.6%	93.6%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	95.8%	95.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	85.7%	85.7%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	96.3%	96.3%	88.6%
English Learners	91.7%	91.7%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

State Priority: School Climate

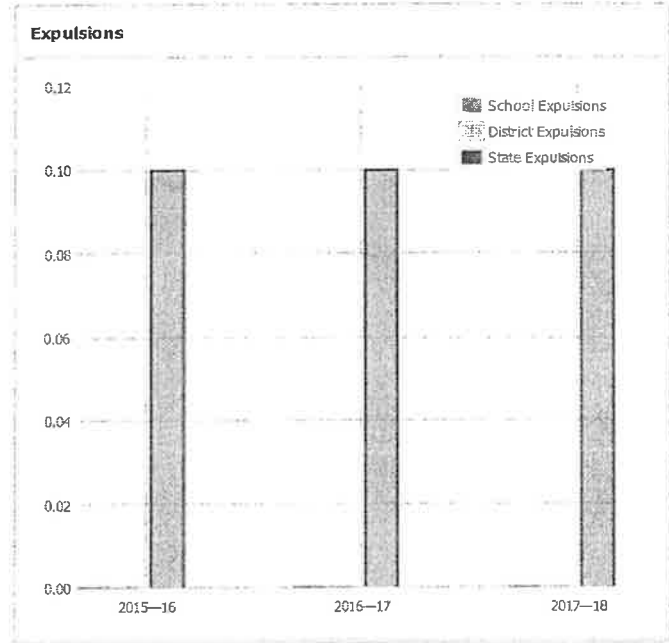
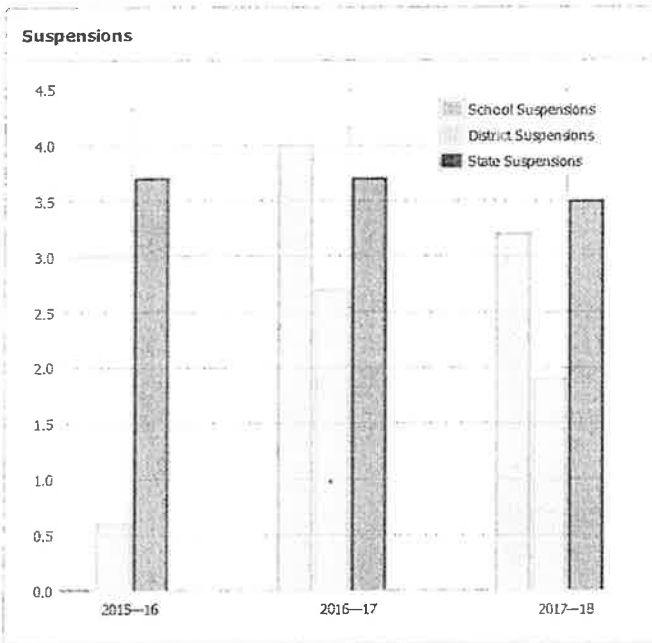
Last updated: 2/7/2019

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	School	School	District	District	District	State	State	State
	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18	2015–16	2016–17	2017–18
Suspensions	--	4.0%	3.2%	0.6%	2.7%	1.9%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/7/2019

School Safety Plan (School Year 2018–19)

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 2018. 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.

Last updated: 2/7/2019

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 (2015—16)

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 (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 (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	10.0	11		
Mathematics	10.0	9		
Science	10.0	4	1	
Social Science	6.0	7		

* 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 2016—17)

Subject	Average Class Size	Number of Classes *		
		1-20	21-32	33+
English	11.0	11	1	
Mathematics	7.0	11		
Science	8.0	6		
Social Science	4.0	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 *		
		1-20	21-32	33+
English	7.0	17		
Mathematics	6.0	12		
Science	13.0	3	1	
Social Science	5.0	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: 2/7/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	68.8	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 2/7/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13546.2	\$2279.5	\$11266.8	\$70462.9
District	N/A	N/A	\$12679.3	\$64846.0
Percent Difference -- School Site and District	N/A	N/A	11.0%	9.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference -- School Site and State	N/A	N/A	58.0%	11.0%

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

Last updated: 2/7/2019

Types of Services Funded (Fiscal Year 2017—18)

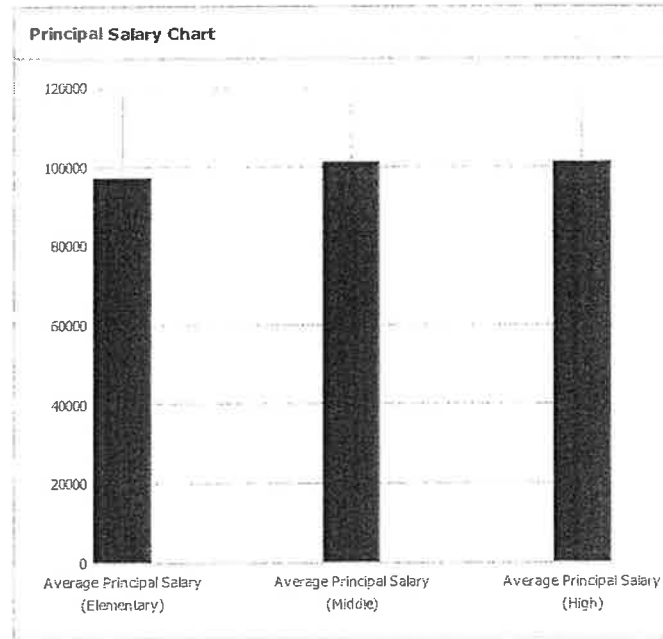
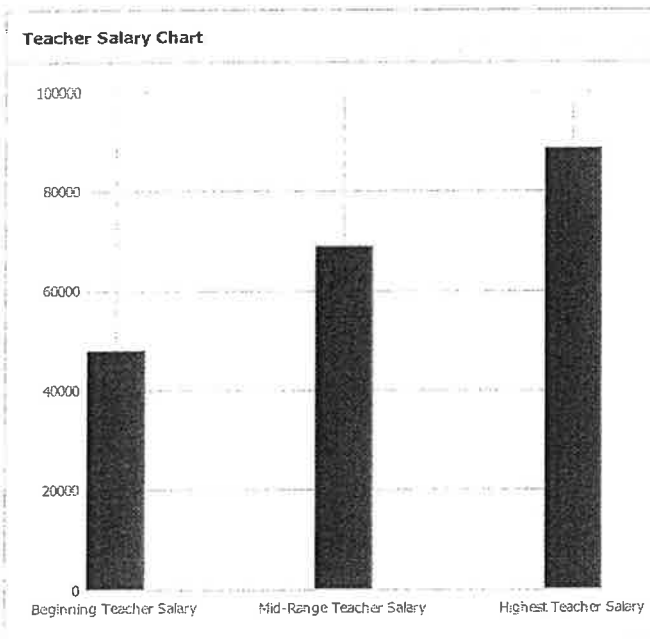
Students are provided with math and language tutoring to support and assist students. In addition students are given access to after school support provided by classroom teachers and UCSC mentors.

Last updated: 2/7/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,941	\$42,990
Mid-Range Teacher Salary	\$68,940	\$61,614
Highest Teacher Salary	\$88,587	\$85,083
Average Principal Salary (Elementary)	\$97,355	\$100,802
Average Principal Salary (Middle)	\$101,283	\$105,404
Average Principal Salary (High)	\$101,283	\$106,243
Superintendent Salary	\$114,842	\$132,653
Percent of Budget for Teacher Salaries	34.0%	30.0%
Percent of Budget for Administrative Salaries	9.0%	6.0%

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



Last updated: 2/7/2019

Advanced Placement (AP) Courses (School Year 2017–18)

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	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	2	2.2%

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

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

Last updated: 2/7/2019

Professional Development

Each year, 3 days of professional development are allocated for district teaching staff. In addition to the full day professional learning days, "Early Outs" are set aside each Wednesday to provide additional time for teacher professional development, planning time, site level meetings and district level meetings.

Full day professional development days are aligned with the district initiatives at the time. Early out professional development time is a combination of structured collaboration (once monthly) and grade level cluster professional development. Surveys, feedback forms and conversations with teachers are taken into consideration and used to adjust the method or topic of delivery to best suit the professional learning needs of teachers.

Professional growth is a key area of focus throughout the La Honda-Pescadero Unified School District. Our focus in 2016-2017 was Reading Workshop and our focus in 2017-2018 was on mathematics and school climate.

Three full day Staff Development opportunities occur throughout each school year. In 2017-2018 these three days are focused on district-wide collaboration, school climate and LCAP. In addition to the 2017-2018 Staff Development days, we had bi-weekly district-wide professional development meetings where teachers from both elementary schools came together to learn and collaborate.

Our three Staff Development Days in 2018-2019 are focusing on school climate, equity and understanding trauma. Our 2018-2019 weekly professional development schedule is following a three week cycle: site meeting, reflecting on mathematics (IC Maps) and collaboration.

Each year teachers are provided with four full-day teacher work days. Site meetings are held for site specific professional development needs and are supported by on-site instructional coaching.

In 2016-2017, teachers were provided with opportunities to attend Teachers College Reading and Writing Institutes. In 2017-2018 and 2018-2019 we have continued with the Teachers College opportunity. Additionally, teachers have been provided the opportunity to attend the Museum of Tolerance, GLAD training and school climate/equity seminars. Teachers are also empowered to bring professional development requests to the administration in support of their continued growth and learning.

We continue to build the professional capacity of our teachers, and other staff, to provide a positive, strong learning environment for our students, staff and school community.

Last updated: 2/7/2019