

Accelerated

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.

Francis Reading, Principal

Principal, Accelerated

About Our School

Providing elementary and middle school education to students in Transitional Kindergarten through eighth grade, The Accelerated School (TAS TK-8) was founded in 1994. The premise was ambitious, yet simple: good schools transform communities, "community" is created by shared values and common goals—and that all children can learn and achieve. TAS TK-8 holds a 97% attendance rate for grades TK-8 and is considered a national model for education reform. TAS continues to earn widespread acknowledgement and respect. Equally significant is the role of TAS TK-8 education in helping cultivate prosperous and fulfilling lives for its students and families—and its power to inspire and rejuvenate communities.

Principal's Comment

Francis received his two M.A. degrees in Educational Leadership and Curriculum & Instruction from Chapman University. He has worked in the field of education as a teacher/leader at the elementary level for seven years and also as a site administrator for seven years. Francis joined the TAS leadership team in August 2008.

Contact

Accelerated
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Los Angeles, CA 90037-1022

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Email: freading@accelerated.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	
Email Address	
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Accelerated
Street	4000 South Main St.
City, State, Zip	Los Angeles, Ca, 90037-1022
Phone Number	323-235-6343
Principal	Francis Reading, Principal
Email Address	freading@accelerated.org
Website	http://accelerated.org
County-District-School (CDS) Code	19647336112536

Last updated: 1/30/2020

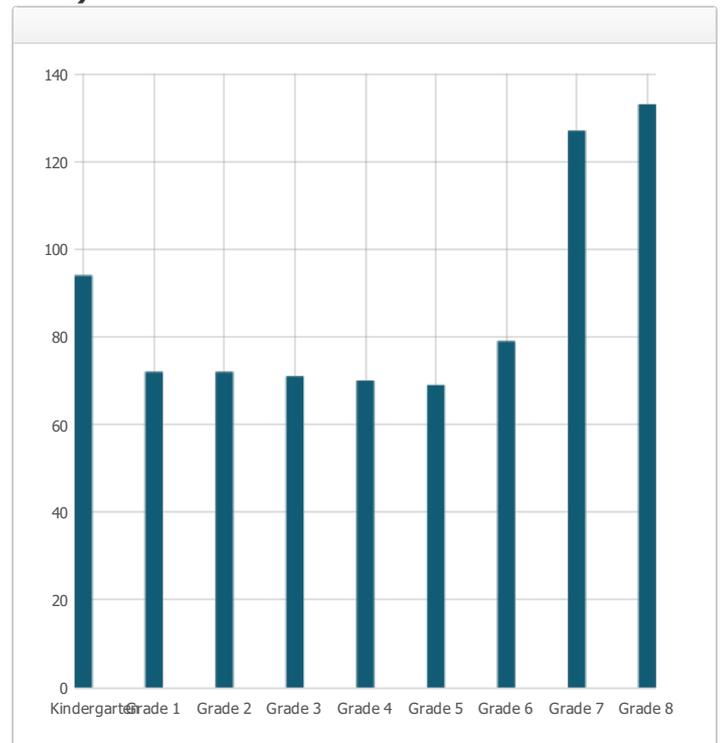
School Description and Mission Statement (School Year 2019—20)

The Accelerated Schools were founded on the belief that every child be treated as gifted, with an emphasis on high expectations for student achievement, a supportive learning environment, and extensive parent involvement. At The Accelerated Schools, all incoming students are accepted by lottery, regardless of academic achievement elsewhere. The Accelerated Schools will graduate students who are prepared to succeed at the university of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens. Today, using innovative strategies to foster academic achievement, The Accelerated Schools continue to create a place for education that allows children to learn and succeed, while continuing to transform the South Central Los Angeles community.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	72
Grade 2	72
Grade 3	71
Grade 4	70
Grade 5	69
Grade 6	79
Grade 7	127
Grade 8	133
Total Enrollment	787



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	1.10 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.30 %
Hispanic or Latino	97.00 %
Native Hawaiian or Pacific Islander	%
White	0.10 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.30 %
English Learners	32.80 %
Students with Disabilities	8.80 %
Foster Youth	0.40 %
Homeless	0.60 %

A. Conditions of Learning

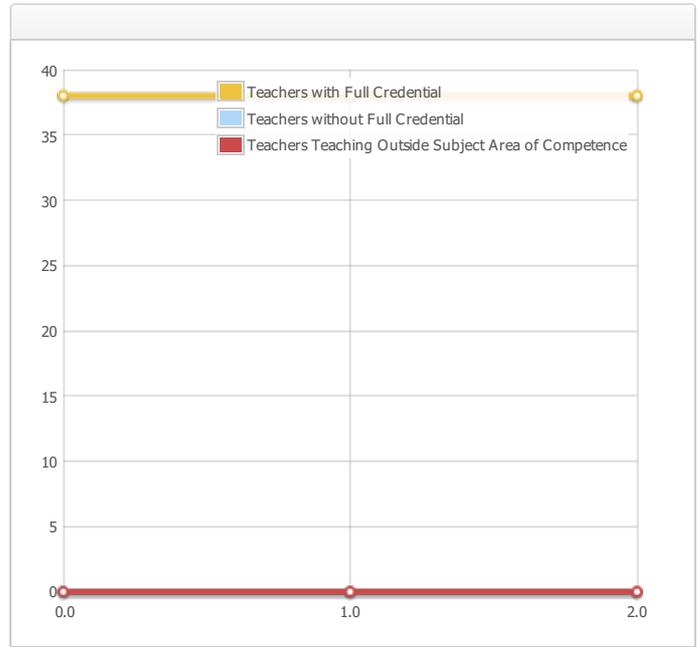
State Priority: Basic

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

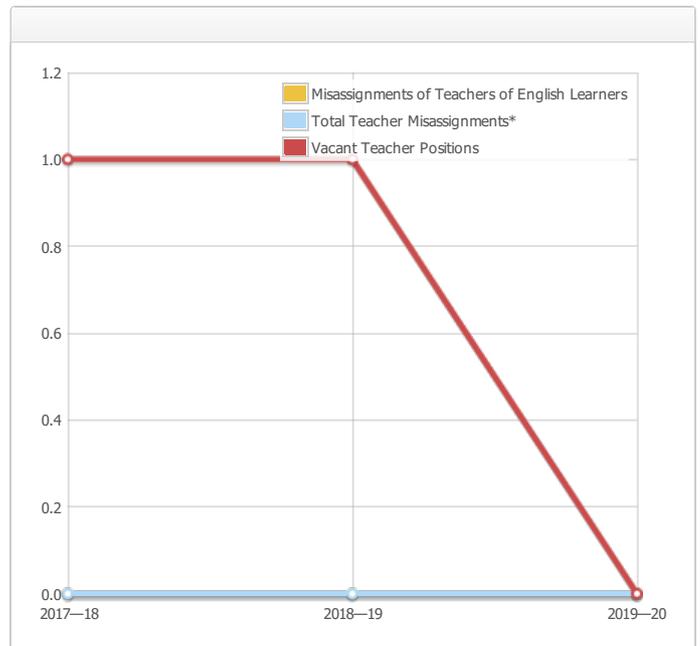
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	38	38	38	21054
Without Full Credential	0	0	0	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



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	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	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: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders	Yes	0.00 %
Mathematics	McGraw Hill - My Math	Yes	0.00 %
Science	Harcourt Brace/McDougal Littell (The school has recently adopted McGraw-Hill as its now NGSS science curriculum which will be implemented beginning 2020-21 school year.		0.00 %
History-Social Science	Harcourt Brace/McDougal Littell	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		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 conducts semi-annual maintenance projects such as painting, waxing floors and cleaning carpets. The Accelerated School has a comprehensive sitespecific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place. The Accelerated School ensures that staff receives annual training on the school's health, safety, and emergency procedures, and maintains a calendar form and conduct, emergency response drills for students and staff. Periodic reviews and modifications are made as necessary in regards to the Health, Safety and Emergency Plan, and it is readily available for use and review upon request. The school will comply with the Healthy Schools Act, California Education Code Section 17608 and the school, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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: January 2020

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)	43.0%	44.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	27.0%	32.0%	34.0%	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	542	537	99.08%	0.92%	43.76%
Male	276	273	98.91%	1.09%	35.90%
Female	266	264	99.25%	0.75%	51.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	527	522	99.05%	0.95%	43.68%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	528	523	99.05%	0.95%	43.40%
English Learners	307	304	99.02%	0.98%	34.87%
Students with Disabilities	60	57	95.00%	5.00%	15.79%
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	542	537	99.08%	0.92%	26.82%
Male	276	273	98.91%	1.09%	24.54%
Female	266	264	99.25%	0.75%	29.17%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	527	522	99.05%	0.95%	26.63%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	528	523	99.05%	0.95%	26.58%
English Learners	307	304	99.02%	0.98%	22.04%
Students with Disabilities	60	57	95.00%	5.00%	8.77%
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)

TAS works to develop and sustain the organizational capacity of middle schools to prepare ALL students for high school and higher education through a statewide network of support for adults -- counselors, faculty, school leaders and families -- who influence middle school students. College and career program services are geared towards sustainability, such that school change can be successful beyond the life of the grant cycle.

TAS has a continued focus on building a college going culture and whole school change. TAS works in collaboration with community and school leaders, teachers, administrators, counselors and families to foster a sustainable college-going culture throughout the school community and to support student success in transitioning from middle to high school and higher education.

TAS Believes:

That ALL students deserve an equitable education – one that provides the knowledge and skills to choose and be successful in postsecondary education pursuits;
That students must master rigorous academic standards to successfully progress along the pipeline from middle school to high school and into and through college; That in order for students to plan for college they need to see themselves in college.

Last updated: 1/30/2020

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	42.51%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.60%	22.90%	5.70%
7	23.20%	21.60%	24.80%

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: 1/30/2020

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)

Many programs are in place that build strong parent and family engagement programs. They are foundational in supporting strong school-family partnerships in our school community. Shared leadership occurs through our district parent committees, District Advisory and District English Learner Advisory with site leadership committees, School Site Council, English Learner Advisory, and SAW Parent Advisory.

Monthly parent meetings where families meet in two key ways: Parents meet in small classroom groups with their child's teacher to receive information about grade level academic standards, their child's learning progress, classroom activities and ways to support learning at home. Translation is provided.

Families gather for larger, whole group presentations where text and or speaking points are translated. Topics are covered that address school readiness, test preparation, assessment data, healthy living, community safety and awareness, and parenting. This helps to provide families with tools to be successful in their home and school life.

Vibrant Culture of Volunteerism: Parents volunteer inside and outside of the classrooms as a way to support their child's education

State Priority: Pupil Engagement

Last updated: 1/31/2020

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

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

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	0.90%	0.40%	0.30%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

At TAS we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility.

Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors.

In order to support personal responsibility and positive social interactions school-wide, TAS has developed a school wide plan for positive discipline and support. Together, students, staff and families will build a foundation that students will need order to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for philosophy to be truly effective, there must be continuity in the home environment

Statement and Purpose:

"We in the TAS community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that power learning will take." Components of TAS School-Wide Plan for Proactive Behavior Support: With the understanding that individual behavior has both personal and public outcomes, we have developed this discipline policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors.

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences and negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

The TAS principal keeps a copy of the school safety plan on file and the school faculty is familiarized with the plan on a semester basis.

Last updated: 1/31/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	3	
1	24.00		3	
2	24.00		3	
3	24.00		3	
4	35.00			2
5	35.00			2
6	32.00	1	2	10
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	19.00	2	3	
1	25.00		3	
2	24.00		3	
3	24.00		3	
4	35.00			2
5	35.00			2
6	26.00	2	5	2
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	19.00	2	3	
1	24.00		3	
2	24.00		3	
3	26.00		3	
4	35.00			2
5	36.00			2
6	25.00	1	14	
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	24.00	3	10	
Mathematics	27.00		1	
Science	26.00	3	7	
Social Science	26.00	3	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	6	6	1
Mathematics	24.00	3	8	
Science	26.00	2	8	
Social Science	26.00	2	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	12	5	
Mathematics	20.00	13	2	1
Science	21.00	7	4	1
Social Science	22.00	7	4	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.

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.50

*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: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9848.00	\$3536.00	\$6313.00	\$52968.00
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

TAS will provide the necessary support to ensure that students meet standards, including:

Before & After school tutoring

Behavior modification plans

student success performance teams (SSPT)

Counseling services

Special Education Program

Daily Academic Intervention Classes

Daily Enrichment Classes

Saturday Academic Intervention

Afterschool enrichment classes (KTAP & YPI)

Community Partnerships (Robey Theater, USC Troy Camp, UCLA Math Institute, LADOT, Summer Encounters, LAPD, Pepperdine University, Coulburn School of Arts)

Foster Grandparent Program

Network for a Healthy California: Harvest of the Month; student and parent education

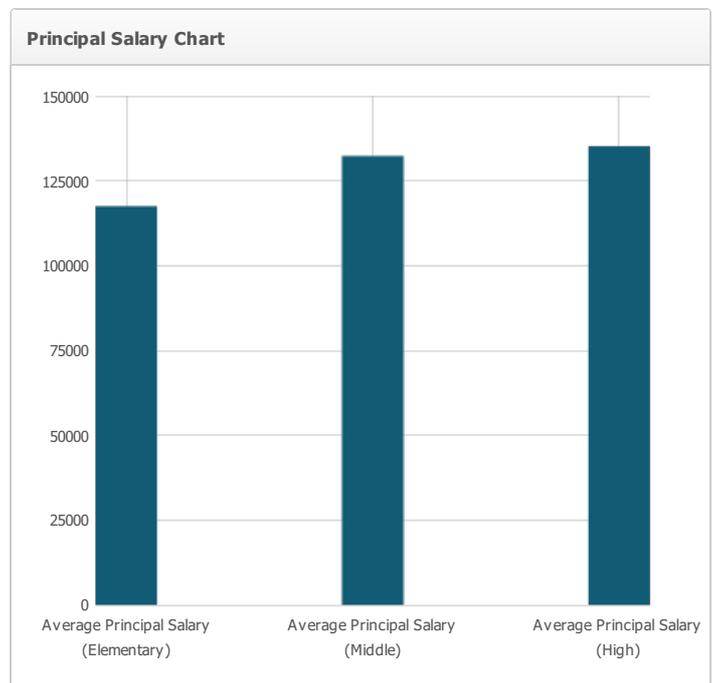
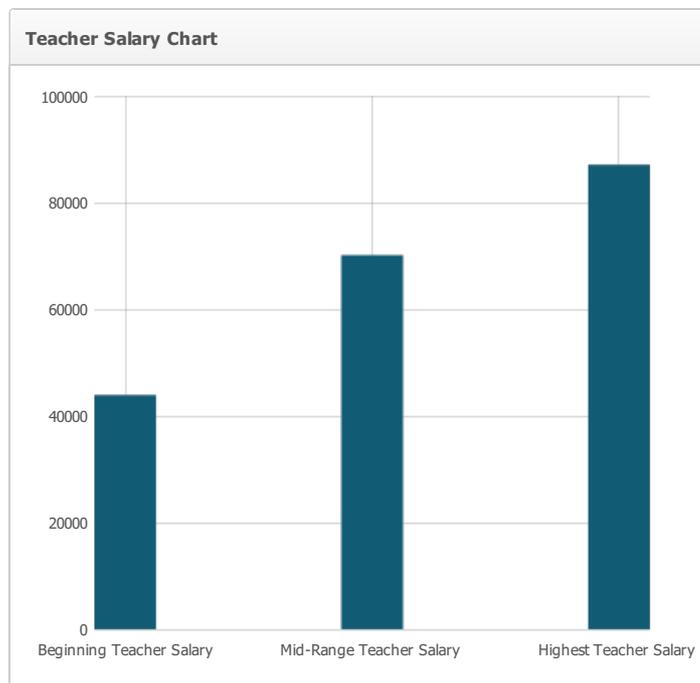
Khan Academy, ALEKS, FLEX

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15