

Havens Elementary

Cheryl Wozniak, Principal

Principal, Havens Elementary

About Our School

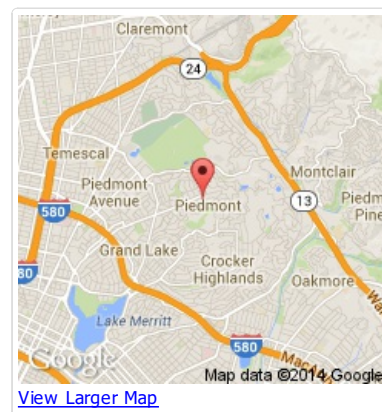
The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us. The Havens School community is located in Piedmont, a city of about 10,000 residents nestled in the hills above the San Francisco Bay Area. The original school opened in 1901, and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. For the 2010-11 school year we moved into our beautiful new school campus in Piedmont. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Havens School is committed to providing a strong instructional program for all students to ensure excellence in education. During the 2011-12 school year, 496 students in Kindergarten through fifth grade were served by Havens School, which operates on a traditional schedule. The student population consists of 9% students with disabilities, 4% English Learners, and 0.2% socio-economically disadvantaged.

Contact

323 Highland Ave.
Piedmont, CA
94611

Phone: 510-594-2681

E-mail: cwozniak@piedmont.k12.ca.us



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Havens Elementary
Street	323 Highland Ave.
City, State, Zip	Piedmont, Ca, 94611
Phone Number	510-594-2681
Principal	Cheryl Wozniak, Principal
E-mail Address	cwozniak@pedmont.k12.ca.us
County-District-School (CDS) Code	01612756002299

District	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Web Site	www.piedmont.k12.ca.us
Superintendent First Name	Constance
Superintendent Last Name	Hubbard
E-mail Address	chubbard@pedmont.k12.ca.us

Last updated: 3/17/2014

School Description and Mission Statement (School Year 2012-13)

The Havens School community is located in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The original school opened in 1901 and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. We moved back to our beautiful new campus in Piedmont for the 2010-11 school year. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

Last updated: 3/17/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parents and the community are very supportive of the educational program at Havens School. Numerous programs and activities are enriched by the generous contributions made by the Havens Parents Club, School Parcel Taxes and Bond Measures, Piedmont Educational Foundation, CHIME, PRAISE, and PAINTS.

Last updated: 3/17/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

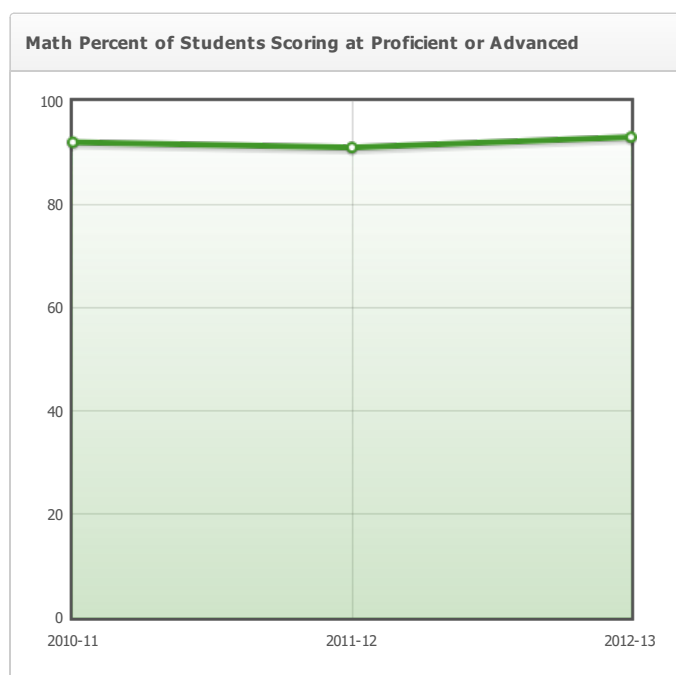
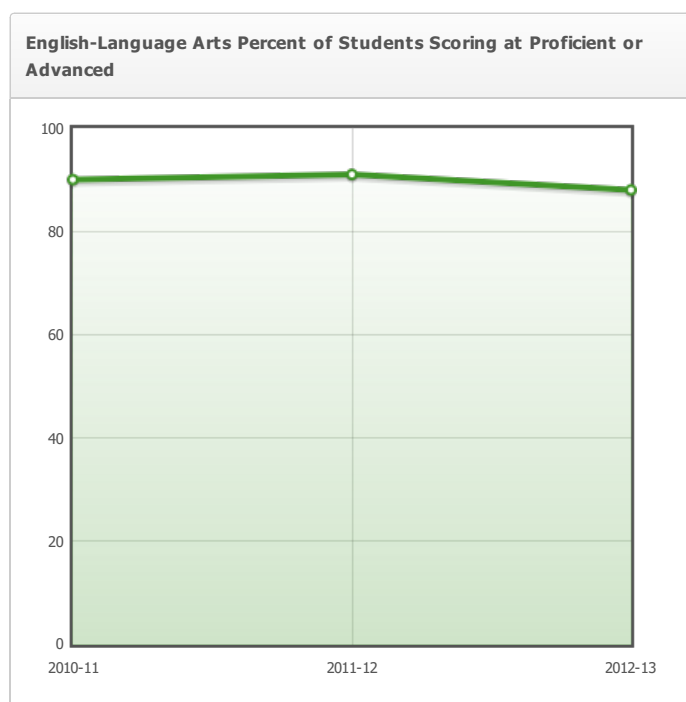
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

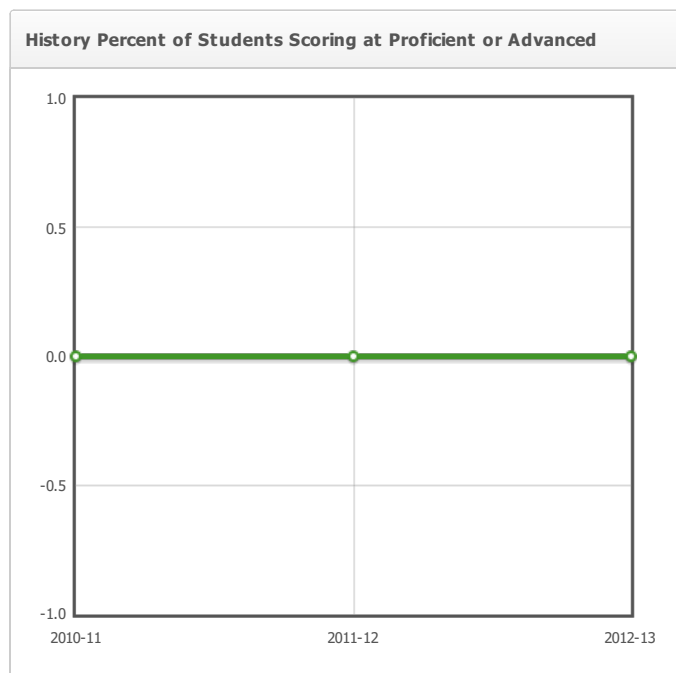
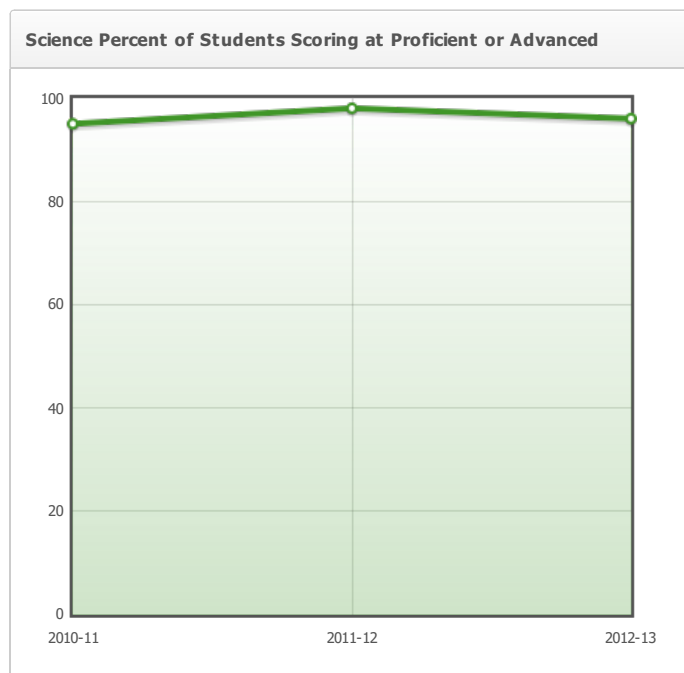
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	90%	91%	88%	88%	90%	88%	54%	56%	55%
Mathematics	92%	91%	93%	82%	80%	81%	49%	50%	50%
Science	95%	98%	96%	89%	93%	89%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	84%	88%	86%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





Last updated: 3/17/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	88%	81%	89%	86%
All Students at the School	88%	93%	96%	N/A
Male	89%	95%	94%	N/A
Female	87%	92%	98%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	90%	90%	93%	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	87%	100%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	89%	95%	96%	N/A
Two or More Races	70%	90%	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	67%	80%	N/A	N/A
Students with Disabilities	69%	79%	78%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/17/2014

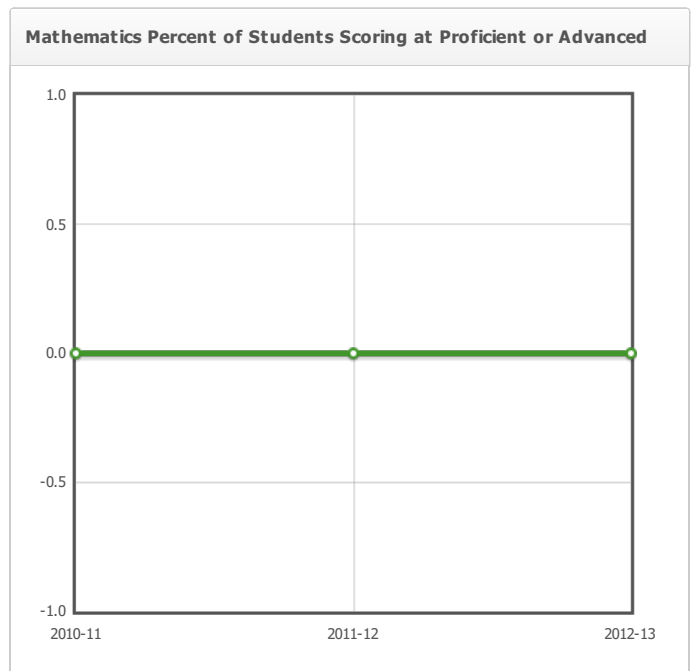
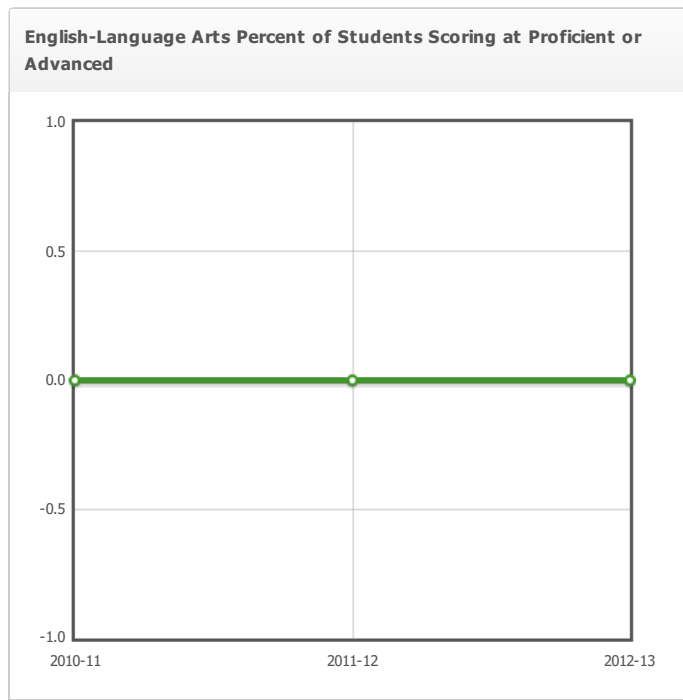
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	94%	89%	91%	59%	56%	57%
Mathematics	N/A	N/A	N/A	90%	87%	87%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 3/17/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9%	21%	70%	13%	27%	60%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	4	6	4

Last updated: 3/17/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	15	0	-2
Black or African American			
American Indian or Alaska Native			
Asian	-2		
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	19	2	-4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 3/17/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	345	948	1,991	934	4,655,989	790
Black or African American	5		37	807	296,463	708
American Indian or Alaska Native	0		3		30,394	743
Asian	45	943	323	963	406,527	906
Filipino	1		24	962	121,054	867
Hispanic or Latino	14	981	79	868	2,438,951	744
Native Hawaiian or Pacific Islander	0		4		25,351	774
White	260	950	1,407	933	1,200,127	853
Two or More Races	20	913	114	943	125,025	824
Socioeconomically Disadvantaged	0		0		2,774,640	743
English Learners	22	907	93	911	1,482,316	721
Students with Disabilities	38	819	260	786	527,476	615

Last updated: 3/17/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 3/17/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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

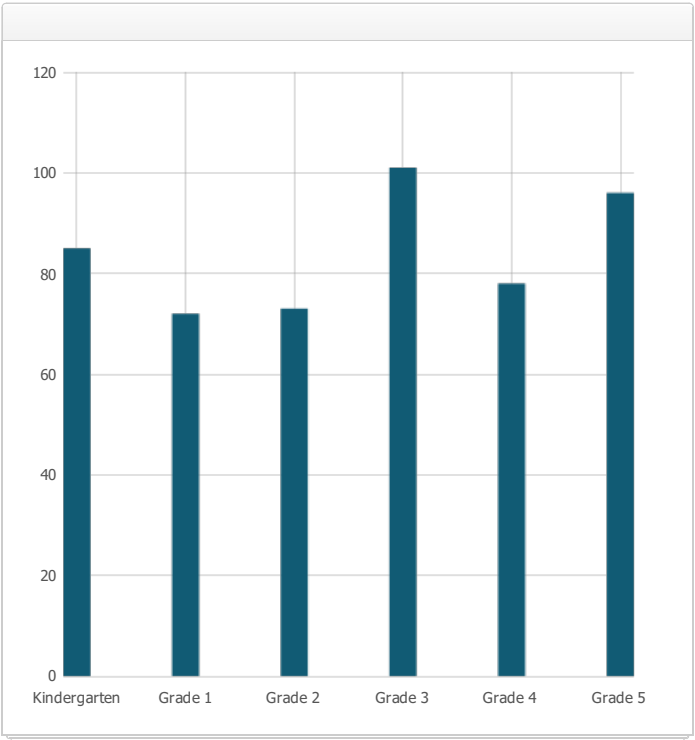
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 3/17/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

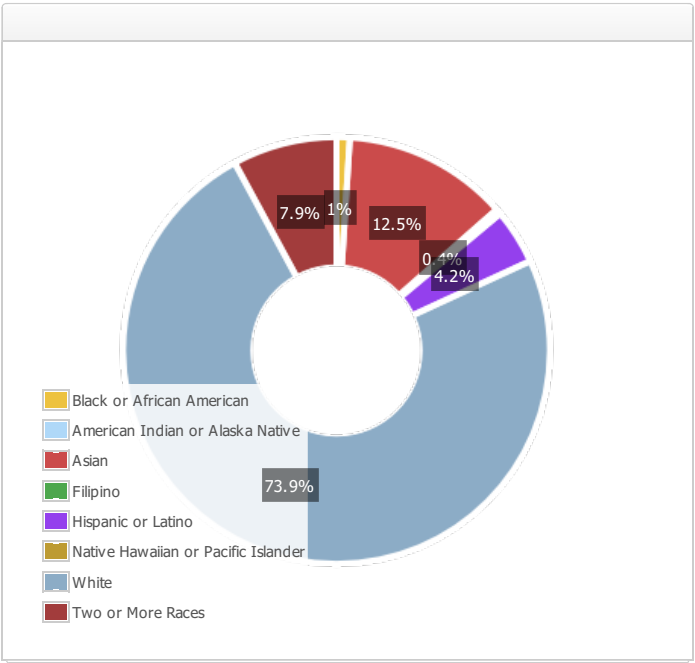
Grade Level	Number of Students
Kindergarten	85
Grade 1	72
Grade 2	73
Grade 3	101
Grade 4	78
Grade 5	96
Total Enrollment	505



Last updated: 3/17/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	12.5
Filipino	0.4
Hispanic or Latino	4.2
Native Hawaiian or Pacific Islander	0.0
White	73.9
Two or More Races	7.9
Socioeconomically Disadvantaged	0.4
English Learners	6.1
Students with Disabilities	7.7



Last updated: 3/17/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.7	3	0	0	18.5	4	0	0	18.0	2	3	
1	22.0	4	0	0	17.5	2	2	0	15.0	3	2	
2	22.7	1	2	0	21.0	6	0	0	15.0	2	3	
3	21.8	3	1	0	23.0	0	3	0	18.0	4	2	
4	26.7	0	3	0	24.8	0	5	0	20.0	1	3	
5	24.0	0	4	0	26.0	0	3	0	20.0	1	4	
6												
Other												

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

Last updated: 3/17/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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: 3/17/2014

School Safety Plan (School Year 2012-13)

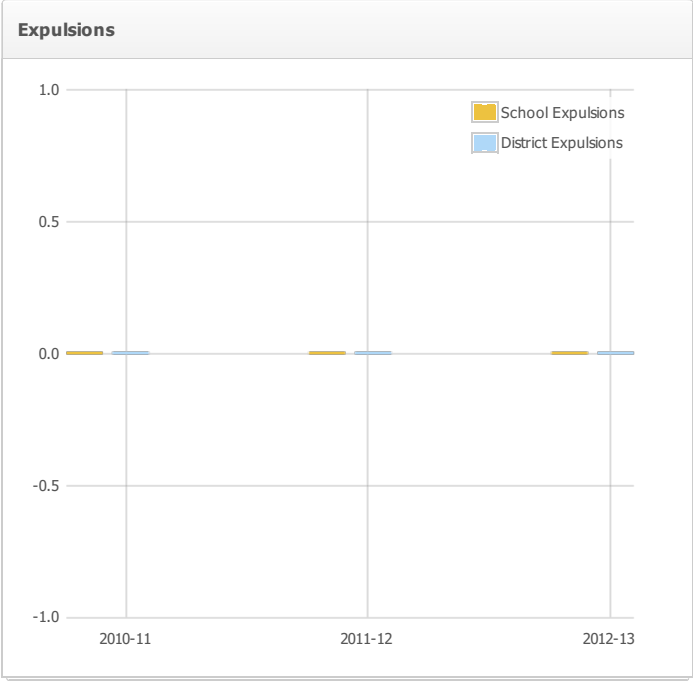
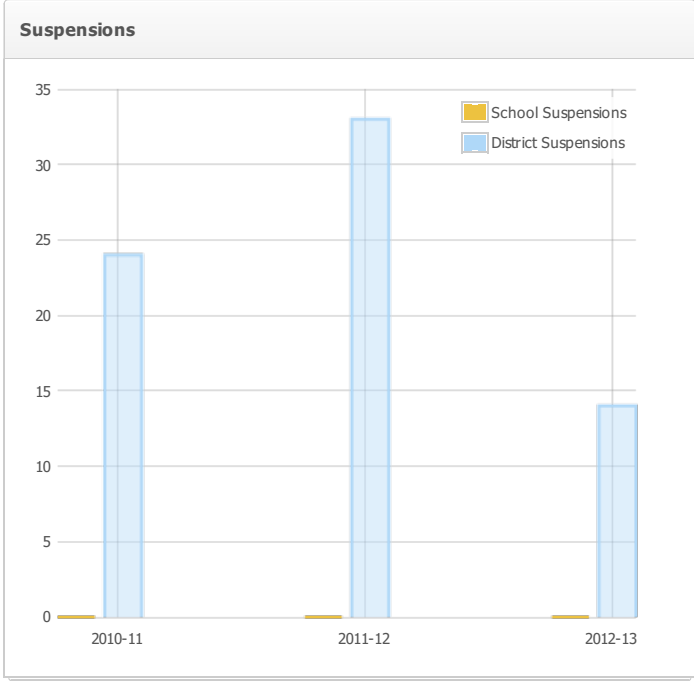
The Comprehensive School Safety Plan provides each student a safe physical environment by providing well-maintained buildings, a safe campus and safe ingress and egress to and from school. The Principal, faculty and staff provide campus security. The safety plan address emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines for student behavior that are consistently monitored and reinforced. In order to create a school environment that is a safe, kind, respectful place for learning, our entire school community embraces the Second Step social and emotional learning program. We continually strive to ensure that Havens School is an emotionally nurturing environment.

Last updated: 3/17/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	24.00	33.00	14.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 4/1/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Havens Elementary School was rebuilt in 2009-10 as part of the District's Seismic Safety Bond Program.

Last updated: 4/1/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	Tile roofs in good condition; some replacement tiles installed in 2012 Gutters on the east side of campus and north of the library drain somewhat more slowly. In times of heavy rain, gutters have been observed to overflow.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

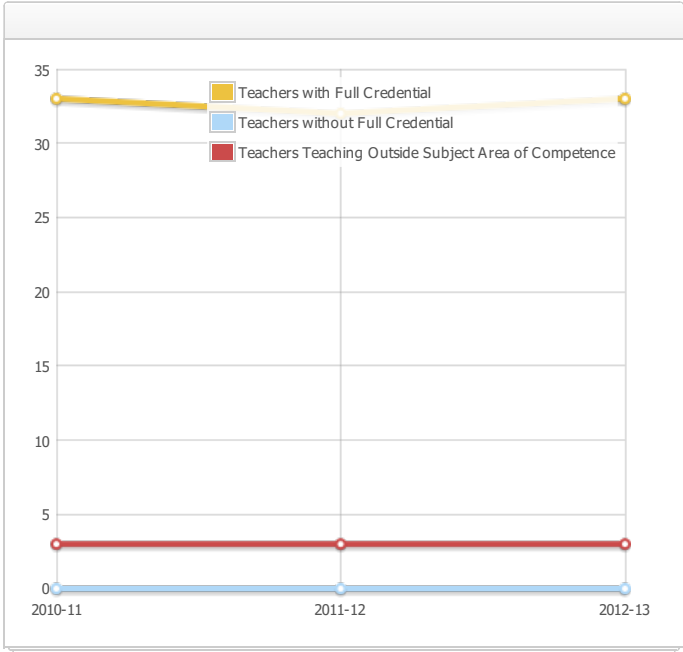
Overall Rating	Exemplary
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Last updated: 4/1/2014

Teachers

Teacher Credentials

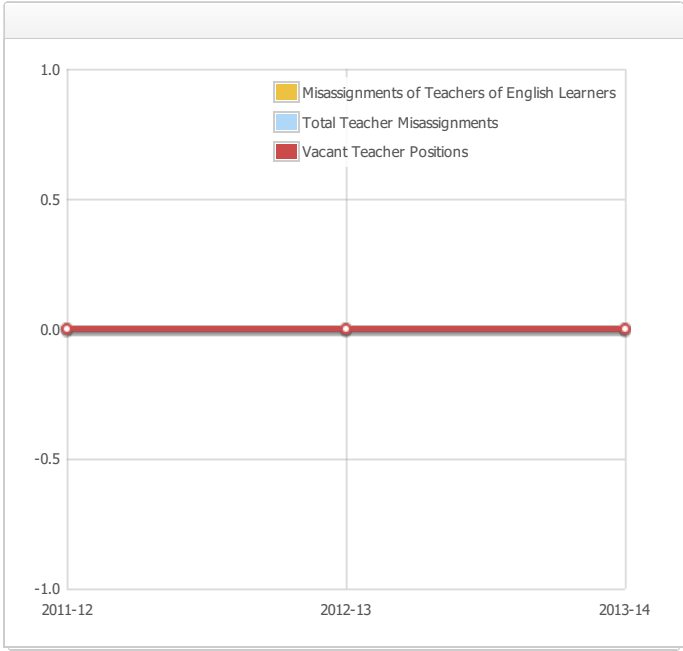
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	33	32	33	177
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	3	20



Last updated: 4/1/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 4/1/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98	2
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	98	2

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

Last updated: 4/1/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.7	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 4/4/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>A Public Hearing was held on September 27, 2012 and it was determined that each school in the Piedmont Unified School District had sufficient and good quality textbooks and instructional materials and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects) for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. All textbooks at Havens School were in adequate supply and in fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials.</p> <p>Houghton Mifflin K-5th adopted 2002</p>		0.0
Mathematics	Everyday Math K-3rd, 4th-5th adopted 2008		0.0
Science	<p>Houghton Mifflin K-2nd adopted 2001</p> <p>Harcourt Brace 3rd-5th adopted 2001</p>		0.0
History-Social Science	Harcourt Brace K-5th adopted 2001		0.0
Foreign Language	no text		0.0
Health	no text		0.0
Visual and Performing Arts	no text		0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 3/24/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,413	\$1,022	\$8,391	\$72,159
District	N/A	N/A	\$10,926	\$72,710
Percent Difference – School Site and District	N/A	N/A	-23.30%	-0.08%
State	N/A	N/A	\$5,537	\$63,166
Percent Difference – School Site and State	N/A	N/A	51.00%	12.50%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 4/3/2014

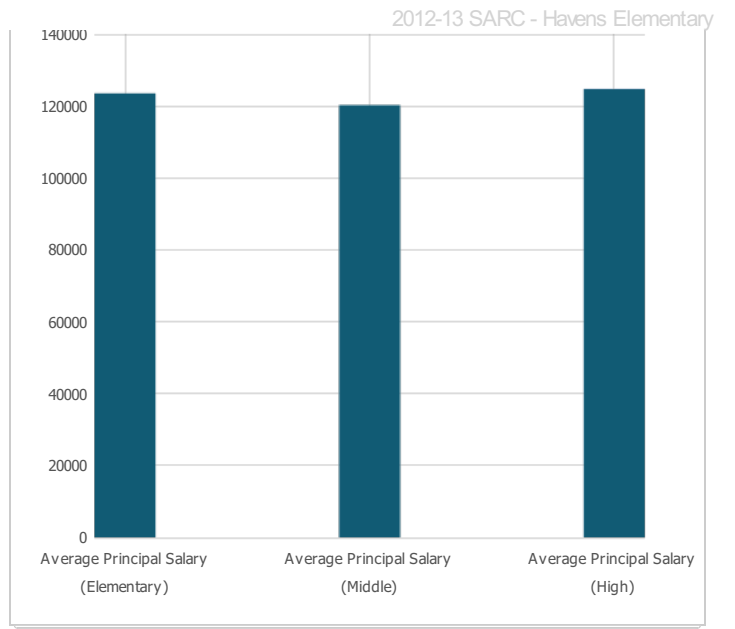
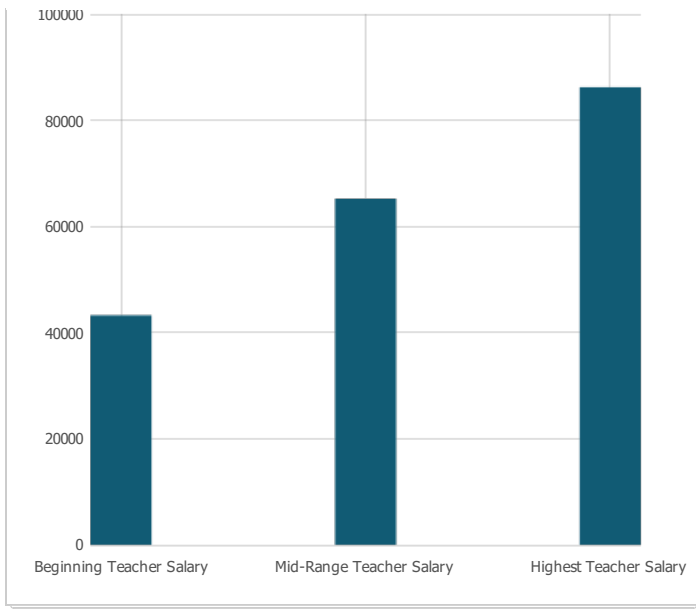
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,260	\$38,578
Mid-Range Teacher Salary	\$65,227	\$59,799
Highest Teacher Salary	\$86,227	\$78,044
Average Principal Salary (Elementary)	\$123,517	\$95,442
Average Principal Salary (Middle)	\$120,257	\$98,080
Average Principal Salary (High)	\$124,732	\$106,787
Superintendent Salary	\$207,000	\$150,595
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



Last updated: 4/1/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

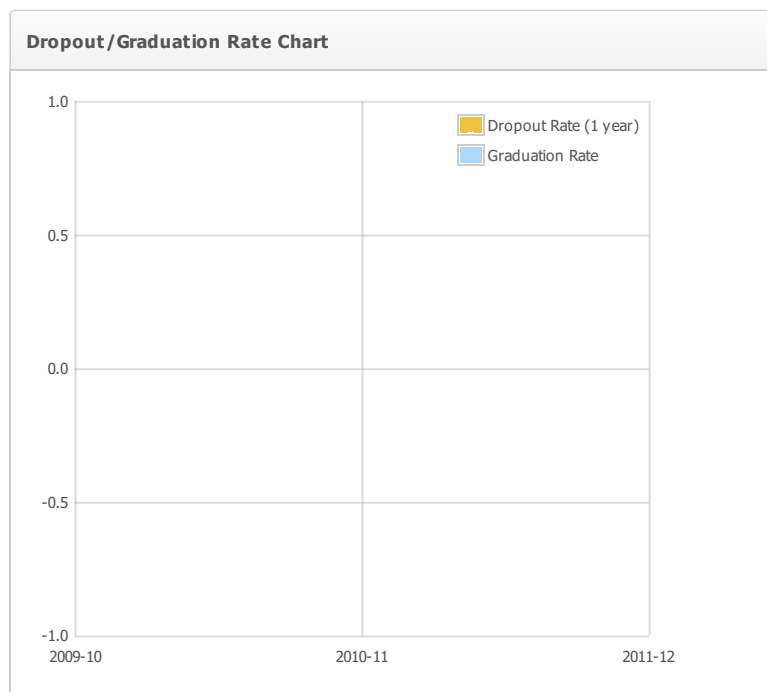
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate							16.6	14.7	13.1
Graduation Rate				99.13	98.65	99.50	74.72	77.14	78.73



Last updated: 3/17/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 3/17/2014

Career Technical Education Participation (School Year 2012-13)

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: 3/17/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 4/1/2014

Advanced Placement Courses (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 3/17/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics for 2011-12 focused on differentiated instruction and English Language Arts program review.

Last updated: 3/17/2014