

Brawley Union High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Brawley Union High School
Street	480 North Imperial Ave.
City, State, Zip	Brawley, CA 92227-1625
Phone Number	(760) 312-6073
Principal	Jesse Sanchez
Email Address	jsanchez@brawleyhigh.org
Website	www.brawleyhigh.org
County-District-School (CDS) Code	13 63081 1331404

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Brawley Union High School District
Phone Number	(760) 312-5819
Superintendent	Mr. Simon R. Canalez
Email Address	scanalez@brawleyhigh.org
Website	www.brawleyhigh.org

School Description and Mission Statement (School Year 2020-2021)

The mission of Brawley Union High School is to challenge and empower all students to graduate as self-directed, productive citizens who are effective communicators, critical thinkers, risk-takers and lifelong learners.

WE BELIEVE:

- All people have worth.
- All students can learn and succeed by demonstrating academic integrity and passion for self-directed learning.
- All students need encouragement, support, and structure to nurture their potential.
- Together, both school and family are responsible for providing a foundation of rigorous instruction for maximizing academic achievement.
- Every student has the individual ability and responsibility to choose the direction of his or her life and accept responsibility for his or her own choice.

Schoolwide Learner Outcomes (SLOs):

College and Career Readiness:

Students will acquire postsecondary skills through:

*Goal setting and organization *Daily attendance and punctuality *Participating in a rigorous academic experience
*Prioritizing & monitoring progress towards personal goals and objectives *Identifying a career path and progressing toward a career goal

Literacy and Communication:

Students will value and demonstrate proficiency in:

*Reading * Writing *Listening *Speaking * Technology

Analytical Skills:

Students will exhibit proficiency in:

* Critical thinking *Problem solving *Creativity *Mathematical application

Standards

Students will master District and Common Core Standards in:

*English *Mathematics *Science *Social Studies *Career and Technical Education *Physical Education *Foreign Language and Visual *Performing Arts

Social & Personal Responsibility

Students will expand their personal development in:

*Social, emotional, and physical well-being *Community involvement * Collaboration *Understanding for cultural diversity
*Civic readiness

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	544
Grade 10	497
Grade 11	425
Grade 12	369
Total Enrollment	1,835

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.2
Filipino	0.2
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.1
White	4.4
Two or More Races	0.1
Socioeconomically Disadvantaged	75.1
English Learners	16.7
Students with Disabilities	9.3
Foster Youth	0.9
Homeless	0.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	61	71	72	79
Without Full Credential	8	6	3	3
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (9-11) / 2016-17; Expository Reading and Writing Course (12th Grade)/2014-15	Yes	0%
Mathematics	Houghton Mifflin Harcourt/ 2015-16; Financial Algebra/2017-18; W.H. Freeman and Company/2016-17; Agile Mind/2019-20	Yes	0%
Science	Pearson-Hall / 2007-08;	Yes	0%
History-Social Science	Houghton Mifflin Harcourt/2019-20; Bedford, Freeman & Worth/2019-20	Yes	0%
Foreign Language	McDougal Littell/2008-09; McDougal Littell/2014-15	Yes	0%
Health	Glencoe/2014-15	Yes	0%
Visual and Performing Arts	Theatrical Design and Production/2012-13; Concise Guide to Jazz, Pearson-Prentice Hall/2015-16; Listen/2015-16	Yes	0%

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

School Facility Conditions and Planned Improvements

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Aug./Sept. 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	63	N/A	55	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work-based activities and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn career research with the internet through Career Choices and produce their first résumé as well as a 10 year plan. Through 10th grade advisement, students select their initial career pathway and complete a second career interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education Work Ability, Imperial County Workforce Investment Act training, and Migrant Education work experience.

BUHSD offers several CTE pathways to its student population. The following pathways are offered at Brawley Union High School:

- Animal Science
- Plant and Soil Science
- Agricultural Business
- Ornamental Horticulture
- Design, Visual, and Media Arts
- Production and Managerial Arts
- Residential and Commercial Constructions
- Public and Community Health
- Patient Care
- Food Service and Hospitality
- Welding and Materials Joining
- Public Safety

In conjunction with CTE courses, BUHSD offers ROP programs that are offered through the district and comprise a significant component of the CTE program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults.

BUHSD’s CTE Advisory Committee consists of shareholders including BUHSD’s superintendent, principals, assistant principal, director of special education, CTE teachers, counselors, students, parents, Imperial Valley Regional Occupational Program superintendent and staff, community business partners, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the district’s Career Technical Education Advisory Committee is Antonio Munguia, and he can be reached at (760) 312-5110.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	716
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.82
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	43.91

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Brawley Union High School is committed to promoting parent, community and business partnerships that are conducive to the following:

- Involving parents in their child’s education
- Fostering shared responsibility among students, parents and staff
- Linking families with school and community resources
- Encouraging broad-based representation in the decision-making process

Parent involvement is key in promoting student achievement at Brawley Union High School. Parents are regularly informed of student progress and attendance through updates from school counselors and attendance personnel. All parents are invited to participate in their student’s curricular plan. The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students. Parents who wish to participate in Brawley Union High School’s leadership teams, school committees, school activities or become volunteers may contact Principal Jesse Sanchez at (760) 312-6089 or jsanchez@brawleyhigh.org.

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 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
Dropout Rate	3.1	0.8	1.2	3.3	2.4	1.3	9.1	9.6	9
Graduation Rate	95.5	98.7	98	92.1	93.6	94.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.4	8.8	5.1	10.2	3.5	3.5
Expulsions	0.2	0.1	0.3	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A revised Comprehensive School Safety Plan was adopted and implemented during the 2019-20 school year. The Safety Committee reviews the plan annually. The School Safety Plan was last updated in the summer of 2020 and was board approved in September 2020. The plan includes emergency routes, maps and emergency procedures such as fire, earthquake, attacks, lockdowns, egress and ingress procedures, school closure procedures and other important procedures to keep the students and staff safe and secure. The School Safety Plan is available to the community and is located in the Counseling Center, Administration Office and Discipline Office. The Safety Committee meets quarterly to monitor implementation of the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	14	40	14	26	21	19	32	27	18	21	31
Mathematics	25	17	31	11	26	19	19	22	28	13	24	23
Science	30	5	21	19	29	5	27	18	30	4	26	18
Social Science	29	6	23	13	30	6	12	24	30	6	13	25

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	367

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,936	\$1,717	\$7,219	\$99,610.50
District	N/A	N/A	\$4,837	\$99,436
Percent Difference - School Site and District	N/A	N/A	39.5	4.3
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	-3.9	22.2

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Brawley Union High School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A
- Title II
- Title III

* Title IV

- Special Education
- Carl D. Perkins Vocational and Technical Education Act funds
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- Regional Occupational Programs (ROP)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,904	\$49,328
Mid-Range Teacher Salary	\$97,083	\$75,987
Highest Teacher Salary	\$128,913	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$137,635	\$136,386
Superintendent Salary	\$170,000	\$183,166
Percent of Budget for Teacher Salaries	35.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	7	N/A
All courses	21	17.7

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

The major areas of focus for staff development include curriculum and instruction, multi tiered system of support, positive behavior intervention, school safety, technology, student assessment and data analysis, student support services, and school-site accountability. The methods used to deliver professional development involve staff-development days, department and collaboration meetings, and grade-level and course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student-performance data analysis and reporting. Each teacher is assigned a peer teacher coach to assist them in developing teaching strategies and lessons relevant to their classes and student population. The district also participates in professional development opportunities provided through Imperial County Office of Education.