

Pioneer High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Adam Cano, Principal

Principal, Pioneer High (Continuation)

About Our School

Welcome to Pioneer High School (PHS). We are an alternative education program (continuation school), which provides opportunities and strives to meet the needs and goals of students that have not been met at the comprehensive high school. We provide an individualized instructional program in a flexible learning environment. Our educational program and curriculum are aligned with Gustine High School and California state educational standards, but is modified for acceleration.

Principal's Comment

Welcome to Pioneer High School (PHS). We are an alternative education program (continuation school), which provides opportunities and strives to meet the needs and goals of students that have not been met at the comprehensive high school. We provide an individualized instructional program in a flexible learning environment. Our educational program and curriculum are aligned with Gustine High School and California state educational standards, but is modified for acceleration. All Pioneer High School students may have the opportunity to return to Gustine High School or earn a Pioneer High School diploma.

Contact

Pioneer High (Continuation)
501 North Ave.
Gustine, CA 95322-1701

Phone: 209-854-6414
E-mail: acano@gustineusd.org

About This School

Contact Information (School Year 2017-18)

| | |
|-----------------------|--|
| District Name | Gustine Unified |
| Phone Number | (209) 854-3784 |
| Superintendent | William Barr |
| E-mail Address | wbarr@gustineusd.org |
| Web Site | www.gustineusd.org |

| | |
|--|--|
| School Name | Pioneer High (Continuation) |
| Street | 501 North Ave. |
| City, State, Zip | Gustine, Ca, 95322-1701 |
| Phone Number | 209-854-6414 |
| Principal | Adam Cano, Principal |
| E-mail Address | acano@gustineusd.org |
| Web Site | www.gustineusd.org |
| County-District-School (CDS) Code | 24736192430031 |

Last updated: 1/23/2018

School Description and Mission Statement (School Year 2017-18)

The Mission:

The mission for Gustine Unified School District is preparing students for the future . . . today.

The Vision:

Gustine Unified School District (GUSD) recognizes that a comprehensive high school does not provide the appropriate educational setting for all students. The GUSD also believes that alternative education programs are necessary to insure that opportunities are afforded to pursue an educational experience that fulfills a student's individual abilities, desires, and needs. Further, the District believes that an effective continuation high program can best be assured through individualized instruction in a flexible learning environment. The District believes that the legislatively mandated components of guidance, instruction, and vocational programs must be treated as a single unit in providing students with knowledge, skills, and experiences for leading successful, meaningful lives. Pioneer provides students with an individualized program that fits the needs of each student while promoting skills each person needs to find a career and become a valuable citizen able to contribute to his/her community in a positive manner. All Pioneer curriculum is aligned with California State Standards, but modified for possible acceleration. All students at Pioneer receive a quality education that may prepare them either for re-entry at Gustine High School, or for graduation from Pioneer High School.

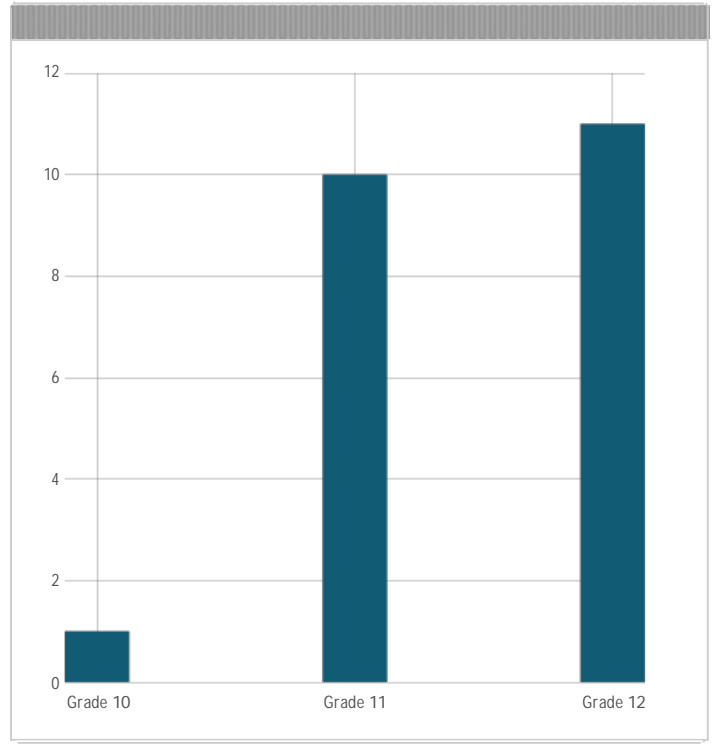
Goals

1. To provide an opportunity for students to complete required courses of instruction that will lead to a high school diploma.
2. Provide an alternative learning environment for those students who are not successful at the comprehensive high school.
3. To assist students with skills necessary to become an independent adult able to contribute in a positive manner to his/her community.
4. To assist the student in the development of a positive work ethic and opportunities for career/vocation exploration.
5. To provide students guidance services to meet each student's personal needs.
6. To provide a positive atmosphere conducive to learning.
7. To motivate students to set and meet personal goals.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 1 |
| Grade 11 | 10 |
| Grade 12 | 11 |
| Total Enrollment | 22 |



Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 86.4 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 13.6 % |
| Two or More Races | 0.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 63.6 % |
| English Learners | 45.5 % |
| Students with Disabilities | 0.0 % |
| Foster Youth | 0.0 % |

Last updated: 1/10/2018

A. Conditions of Learning

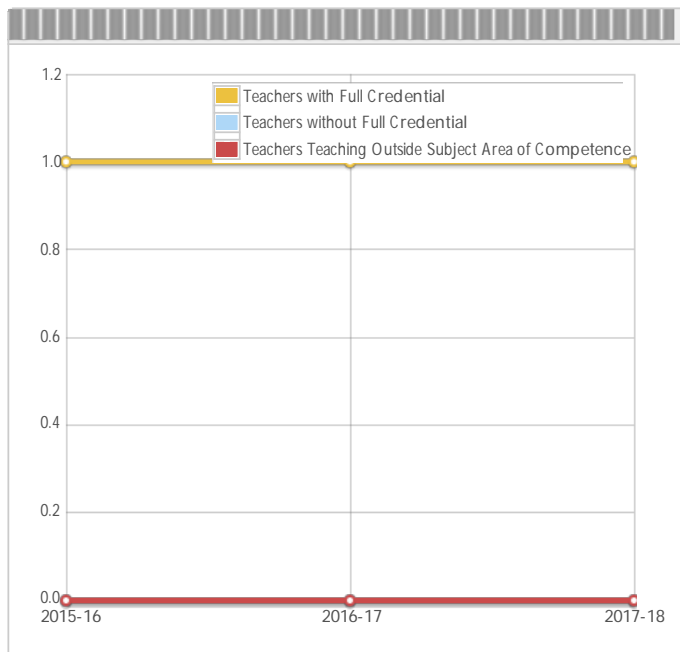
State Priority: Basic

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

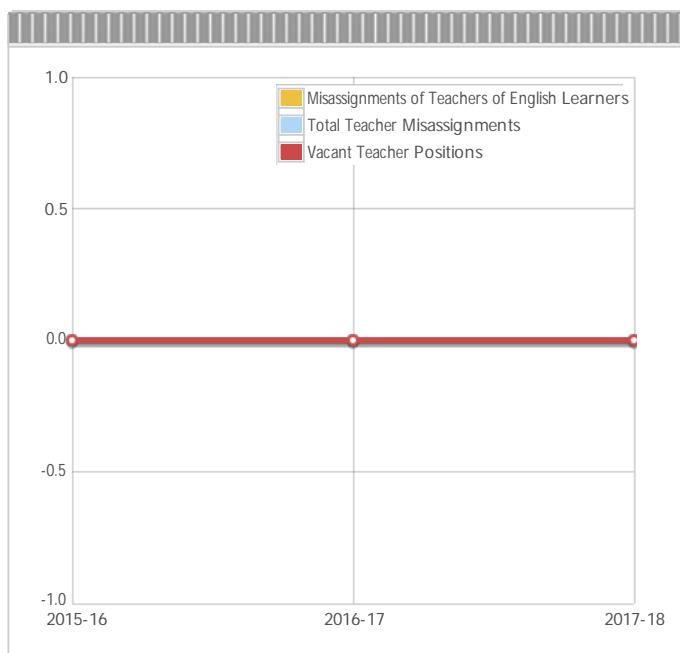
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 1 | 1 | 1 | 77 |
| Without Full Credential | 0 | 0 | 0 | 14 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/17/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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: 1/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | 2002 texts, 3 levels and good quality, many other supplemental materials (books, etc) and APEX Learning Computer based Curriculum. Most recent adoption is the Plato Learning computer based curriculum. | Yes | 0.0 % |
| Mathematics | 2002 texts, 4 levels, good quality and APEX Learning computer based curriculum. Most recent adoption is the Plato Learning computer based curriculum. | Yes | 0.0 % |
| Science | 2002 texts, 3 subjects, good quality, supplemental materials and APEX Learning computer based curriculum. Most recent adoption is the Plato Learning computer based curriculum. | Yes | 0.0 % |
| History-Social Science | 2002 texts, 5 subjects, good quality, supplemental materials, and APEX Learning computer based curriculum. Most recent adoption is the Plato Learning computer based curriculum. | Yes | 0.0 % |
| Foreign Language | APEX Learning computer based curriculum. Most recent adoption is the Plato Learning computer based curriculum. | Yes | 0.0 % |
| Health | 2002 text, supplemental materials, and APEX Learning computer based curriculum. Most recent adoption is the Plato Learning computer based system. | Yes | 0.0 % |
| Visual and Performing Arts | Supplemental materials and the new adoption of the Plato Learning computer based system. Students in the past have attended a class | Yes | 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: 1/17/2018

School Facility Conditions and Planned Improvements

Pioneer High School (2017-2018) is located in one classroom on the Gustine High School campus next to the Gustine High School administrative office.

Per the Facility Inspection Tool by the Director of Maintenance the following are true and correct:

Location of students - computer Lab on GHS campus

Check marks for the following as they are in good repair

Gas leaks, Mech/HVAC, Sewer, Interior surfaces, General Cleanliness, Pest Infestation, Electrical, Sinks/Fountains, fire Safety, Hazardous Materials, Structural Damage, Roof, Playground and windows and doors.

Restroom = N/A

Pioneer High School (2017-2018) is located in one classroom on the Gustine High School campus next to the Gustine High School administrative office. Pioneer is a clean and safe environment which promotes online student learning.

Per the Facility Inspection Tool by the Director of Maintenance the following are true and correct:

Location of students - computer Lab on GHS campus

Check marks for the following as they are in good repair - Gas leaks, Mech/HVAC, Sewer, Interior surfaces, General Cleanliness, Pest Infestation, Electrical, Sinks/Fountains, fire Safety, Hazardous Materials, Structural Damage, Roof, Playground and windows and doors.

Restroom = N/A

Last updated: 1/17/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

| 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: August 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/17/2018

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 (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 48% | 0% | 29% | 31% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 36% | 0% | 14% | 17% | 36% | 37% |

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: 1/19/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- |
| 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: 1/19/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- |
| 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: 1/19/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | -- | 54.0% | 53.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/19/2018

Career Technical Education Programs (School Year 2016-17)

| |
|-----|
| N/A |
|-----|

Last updated: 1/19/2018

Career Technical Education Participation (School Year 2016-17)

| 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: 1/19/2018

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

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 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| | | | |

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: 1/19/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are invited to contact the school at any time for any reason. We have no extra-curricular activities at Pioneer High but, encourage parent involvement via frequent conferences and interactions with the school. Students are allowed to attend all Gustine High School extra-curricular activities with prior approval.

State Priority: Pupil Engagement

Last updated: 1/19/2018

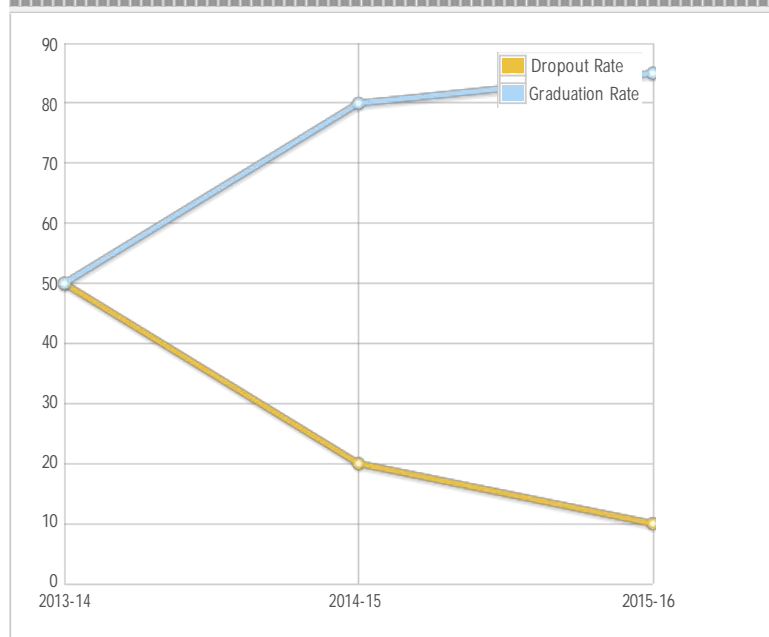
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 50.0% | 20.0% | 10.0% | 14.4% | 1.5% | 5.5% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 50.0% | 80.0% | 85.0% | 84.8% | 97.0% | 93.8% | 81.0% | 82.3% | 83.8% |

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



Last updated: 1/19/2018

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 100.0% | 99.3% | 87.1% |
| Black or African American | 0.0% | 100.0% | 79.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 80.2% |
| Asian | 0.0% | 100.0% | 94.4% |
| Filipino | 0.0% | 100.0% | 93.8% |
| Hispanic or Latino | 100.0% | 98.1% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 100.0% | 86.6% |
| White | 100.0% | 100.0% | 91.0% |
| Two or More Races | 0.0% | 0.0% | 90.6% |
| Socioeconomically Disadvantaged | 100.0% | 100.0% | 85.5% |
| English Learners | 100.0% | 78.6% | 55.4% |
| Students with Disabilities | 0.0% | 90.9% | 63.9% |
| Foster Youth | 0.0% | 0.0% | 68.2% |

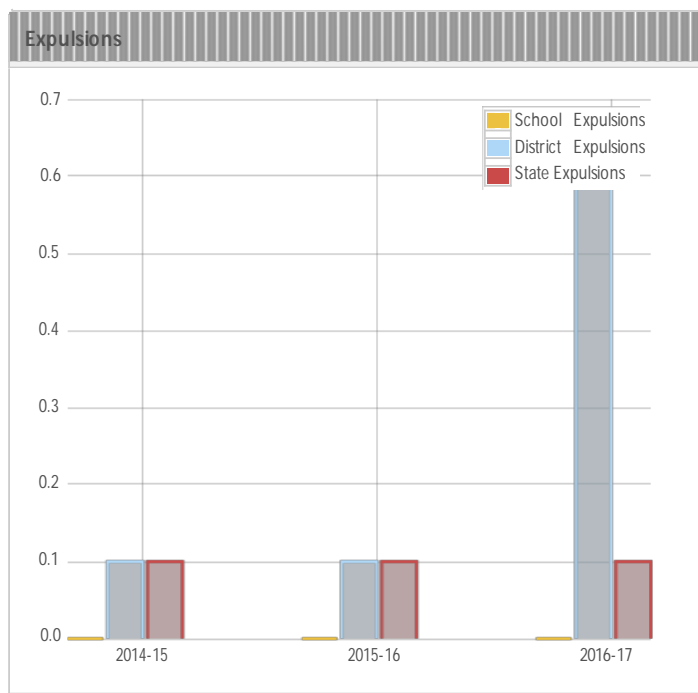
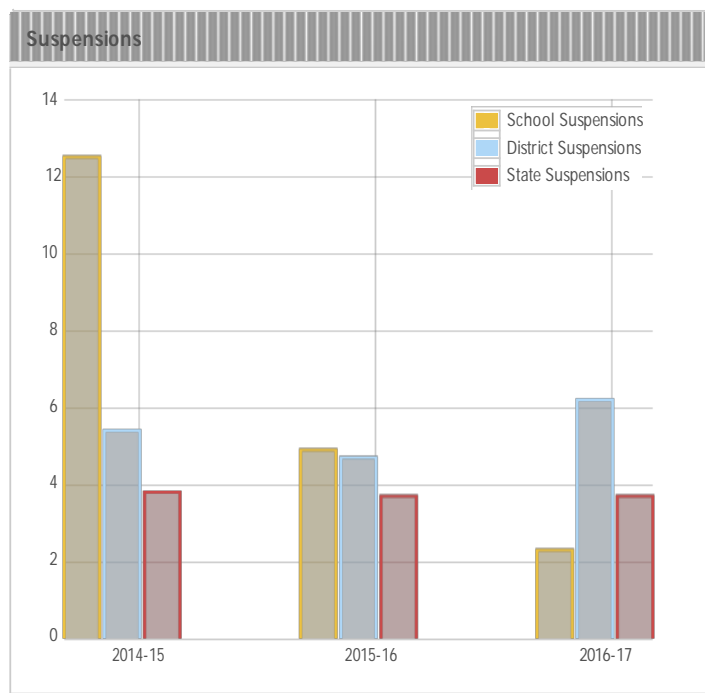
State Priority: School Climate

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 | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 12.5% | 4.9% | 2.3% | 5.4% | 4.7% | 6.2% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.6% | 0.1% | 0.1% | 0.1% |



Last updated: 1/19/2018

School Safety Plan (School Year 2017-18)

The school safety plan is completed. Emergency procedures are reviewed with the staff at the beginning of each school year. Due to these reviews and drills, emergency procedures and safety on campus has improved. We now have a full-time SRO that works 40 plus hours a week. School administration and staff have been diligent in ensuring a safe environment on campus.

Last updated: 1/19/2018

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0% |

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | | | | | | | | | | | | |
| 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).

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | 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 | 19.0 | 1 | 0 | 0 | 16.0 | 1 | 0 | 0 | 22.0 | 1 | 0 | 0 |
| Mathematics | 18.0 | 1 | 0 | 0 | 4.0 | 3 | 0 | 0 | 22.0 | 1 | 0 | 0 |
| Science | 11.0 | 1 | 0 | 0 | 8.0 | 1 | 0 | 0 | 22.0 | 1 | 0 | 0 |
| Social Science | 6.0 | 3 | 0 | 0 | 3.0 | 4 | 0 | 0 | 22.0 | 1 | 0 | 0 |

* 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: 1/19/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.2 | 30.0 |
| Counselor (Social/Behavioral or Career Development) | 0.1 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 0.1 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.0 | 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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6571.8 | \$72.6 | \$6499.2 | \$84338.9 |
| District | N/A | N/A | \$0.0 | \$66787.0 |
| Percent Difference – School Site and District | N/A | N/A | 200.0% | 23.2% |
| State | N/A | N/A | \$6574.0 | \$69649.0 |
| Percent Difference – School Site and State | N/A | N/A | -1.1% | 19.1% |

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

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

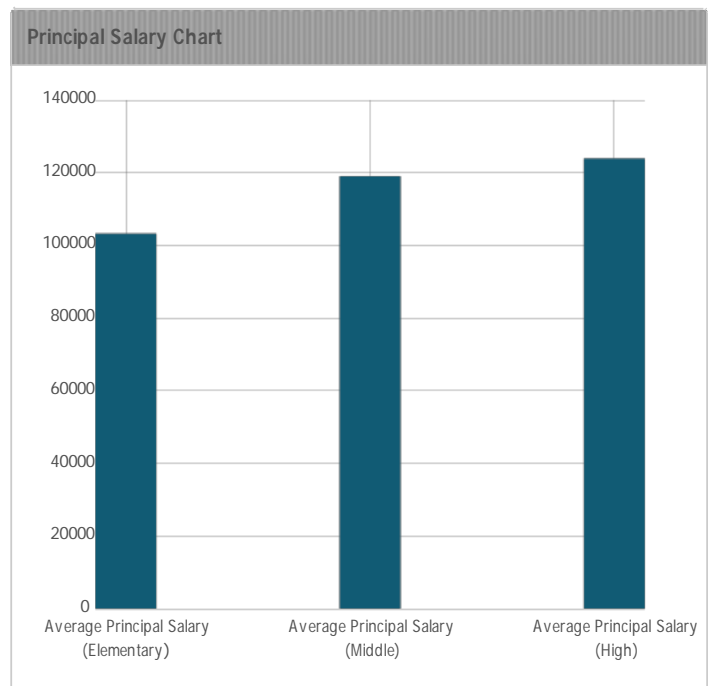
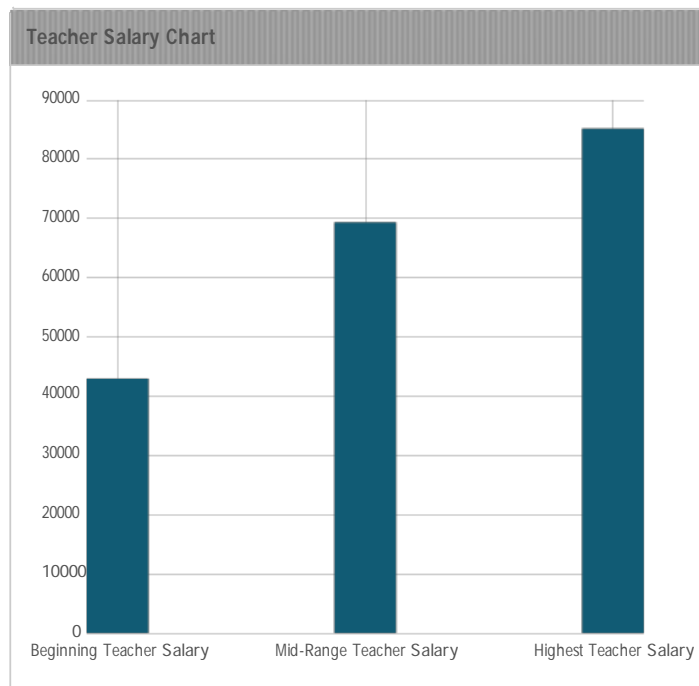
Not Applicable

Last updated: 1/19/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,957 | \$44,144 |
| Mid-Range Teacher Salary | \$69,363 | \$69,119 |
| Highest Teacher Salary | \$85,197 | \$86,005 |
| Average Principal Salary (Elementary) | \$103,267 | \$106,785 |
| Average Principal Salary (Middle) | \$119,062 | \$111,569 |
| Average Principal Salary (High) | \$123,942 | \$121,395 |
| Superintendent Salary | \$145,790 | \$178,104 |
| Percent of Budget for Teacher Salaries | 34.0% | 34.0% |
| Percent of Budget for Administrative Salaries | 7.0% | 6.0% |

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



Last updated: 1/19/2018

Advanced Placement (AP) Courses (School Year 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | 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 | 0 | 0.0% |

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

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

Last updated: 1/19/2018

Professional Development

The district provides four hours of staff development each month, as well as other opportunities as they arise. The majority of ongoing staff development is currently focused on CCSS, PLC training (Professional Learning Communities), RTI (Response to Intervention), with the additions of CPR and First Aid workshops offered as well.

Last updated: 1/19/2018