

# Gustine High

## 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.

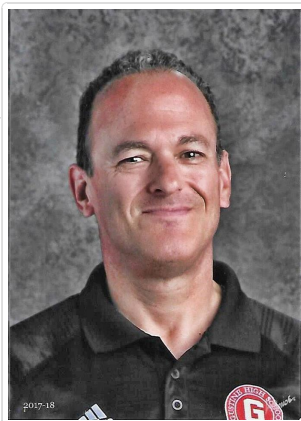
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



### Dr. John Petrone, Principal

Principal, Gustine High

#### About Our School

2017-2018 School Year:

As I continue in my 14th year at Gustine High School, as a teacher, then as an administrator, I have been able to participate in many transitions and changes during my tenure.

While Gustine High School is proud of its past, it embraces the future. We continue the difficult work on our pedagogical/curricular reform movements. To remind our stakeholders, these efforts include the late Richard DuFour's Professional Learning Communities (PLC's), and Robert Marzano's Art and Science of Teaching's powerful first instruction.

Gustine High School's FFA and AVID programs continue to be arguably two of the best in California, and are fantastic reflections of our community's values.

Gustine High School is also currently in the process of undergoing multiple physical changes thanks to the citizens of Gustine voting for the passage of Measure "P" bond construction measure. Our new boys and girls locker rooms are the first of these physical changes to be completed.

Last but not least, as always Gustine High School's school spirit is evident throughout our campus. We are proud to have a vibrant Associated Student Body, and programs like Red Zone, Renaissance, and Link Crew reflecting the positive nature of our climate and culture which is evident all over campus.

Our commitment to improving student outcomes is relentless, and our caring teachers and staff reflect that commitment every day.

I am proud to be the principal of Gustine High School, Go Reds!

All the best,

Dr. John Peter Petrone

Principal, Gustine High School

**Contact**

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501 North Ave.  
Gustine, CA 95322-1116*

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# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Gustine Unified School District	<b>School Name</b>	Gustine High
<b>Phone Number</b>	(209) 854-3784	<b>Street</b>	501 North Ave.
<b>Superintendent</b>	William Barr	<b>City, State, Zip</b>	Gustine, Ca, 95322-1116
<b>E-mail Address</b>	<a href="mailto:wbarr@gustineusd.org">wbarr@gustineusd.org</a>	<b>Phone Number</b>	209-854-6414
<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>	<b>Principal</b>	Dr. John Petrone, Principal
		<b>E-mail Address</b>	<a href="mailto:jpetrone@gustineusd.org">jpetrone@gustineusd.org</a>
		<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>
		<b>County-District-School (CDS) Code</b>	24736192431807

*Last updated: 1/17/2018*

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

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

Established in 1913, Gustine High School (GHS) is a part of the Gustine Unified School District (GUSD), and the single comprehensive high school serving students in grades 9-12. This fully WASC (Western Association of Schools and Colleges) accredited high school is located in the City of Gustine, at the northwestern portion of Merced County, approximately 35 miles from Merced, on the western side of the San Joaquin Valley. The 224 square mile district serves a high school student population as of 2016, 606 students in grades 9 through 12.

Farming and dairy-related industries are the principle agricultural activities located in one of the most fertile agricultural regions of the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Many of our student's relatives are GHS alumni. Several members of the faculty and staff are also graduates of GHS. The Santa Nella area, which is also part of the Gustine Unified School District, is a major trucking and motoring stop along US Interstate 5.

Gustine area residents (population 5,611\*) pride themselves in their community. Median household income between 2007-2011 was reported at \$45,639\*. Ethnic composition in 2010 was reported at 50.2% Hispanic\*, 45.6% white non-Hispanic\*, and 4.2%\* other ethnicity. 64.0%\* of the adult population reported having a high school education or less. \*Source U.S. Census Bureau

Gustine High School parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and provide input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various Strategic Plan committees and the GHS English Learner Advisory Committee (ELAC). The mission of GHS and the GUSD can be succinctly summed up in our District Motto: "Preparing Students for the Future....Today". It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation. The expected school-wide learning results are:

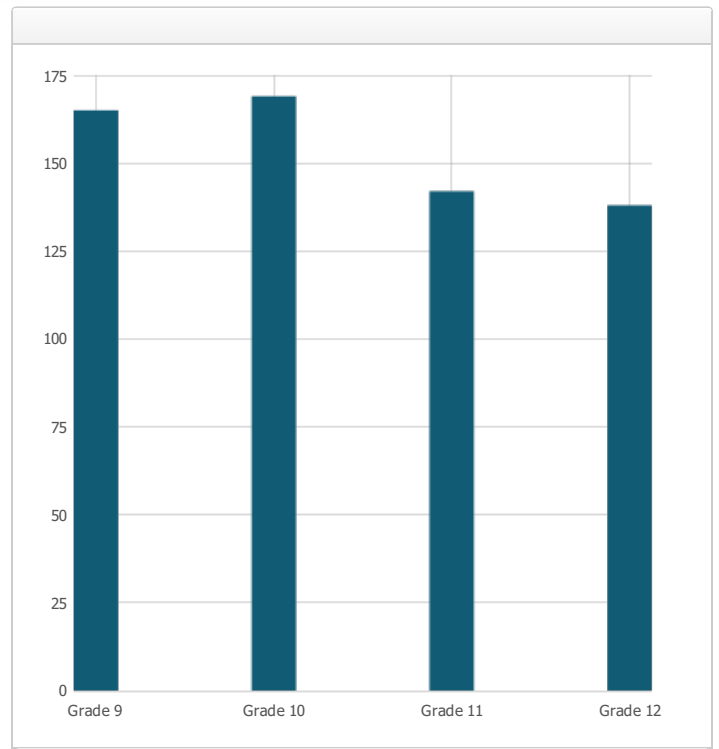
- \* Upon graduation, every student will possess the ability to collaborate in teams.
- \* Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
- \* Upon Graduation every student will possess the ability to think critically and solve problems.
- \* Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self manage..
- \* Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

Gustine High School offers many opportunities for students, parents, and community members to collaborate with the high school. Our school site council and ELAC are just a couple of the opportunities available.

*Last updated: 1/17/2018*

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

Grade Level	Number of Students
Grade 9	165
Grade 10	169
Grade 11	142
Grade 12	138
<b>Total Enrollment</b>	<b>614</b>



*Last updated: 1/17/2018*

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

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.2 %
Asian	1.1 %
Filipino	1.1 %
Hispanic or Latino	74.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	20.7 %
Two or More Races	0.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.1 %
English Learners	15.3 %
Students with Disabilities	9.6 %
Foster Youth	0.2 %

*Last updated: 1/31/2018*

## A. Conditions of Learning

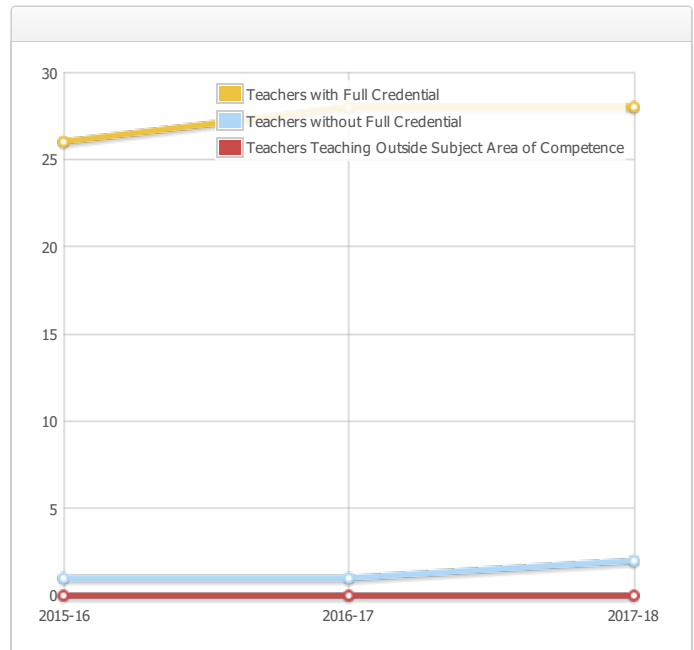
### State Priority: Basic

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

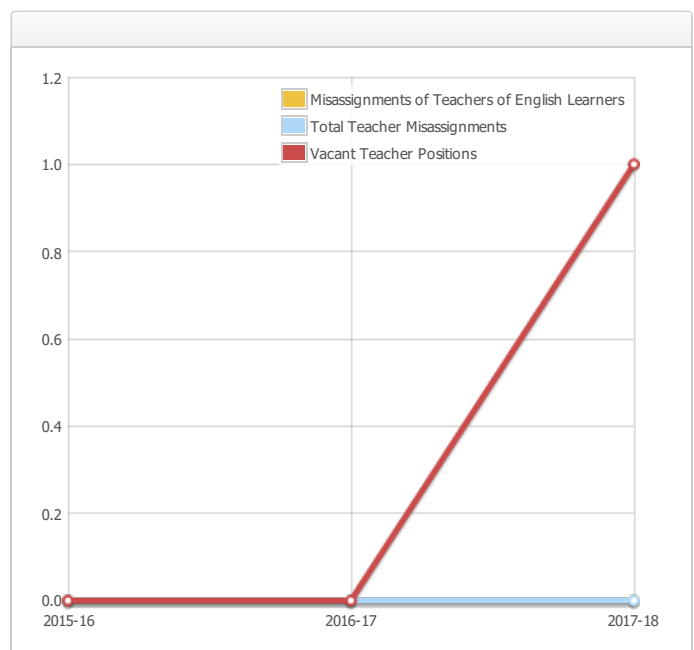
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	28	28	77
Without Full Credential	1	1	2	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2018

#### 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	1



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: 1/31/2018

## 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	<i>The Language of Literature</i> - McDougall Littell <i>British Literature</i> - Holt McDougal <i>Everything's an Argument with Readings</i> - Bedford/St. Martin's	No	0.0 %
Mathematics	<i>California Algebra I</i> - Prentice Hall <i>Geometry</i> - Prentice Hall <i>Prentice Hall Mathematics</i> - Prentice Hall <i>Pre-Caculus with Limits: A Graphing Approach</i> - Houghton Mifflin <i>Single Variable Calculus</i> - Cengage Learning <i>Practice of Statistics</i> - Starnes, Yates, and Moore <i>California Integrated Mathematics</i> - Houghton Mifflin	No	0.0 %
Science	<i>Science Spectrum</i> - Holt <i>Biology</i> - Holt <i>Essentials of Anatomy and Physiology</i> - Pearson <i>World of Chemistry</i> - McDougall Littell <i>Chemistry</i> - Houghton Mifflin <i>Physics Principles and Problems</i> - Glenco/McGraw Hill	No	0.0 %
History-Social Science	<i>Modern World History: Patterns of Interaction</i> - McDougall Littell <i>Ways of the World: A Global History</i> <i>The Americans: Reconstruction to the 21st Century</i> - McDougall Littell <i>The American Pageant</i> - Houghton Mifflin <i>Economics</i> - Holt <i>Government</i> - Holt <i>Government By the People</i> - Pearson-Prentice Hall	No	0.0 %
Foreign Language	<i>Asi se dice!</i> - Glencoe/McGraw Hill <i>Asi se dice! Level 2</i> - Glencoe/McGraw Hill <i>Abriendo Paso - Gramatica</i> - Pearson/Prentice Hall <i>Abriendo Puertas antologia de literatura Tomo I</i> - McDougal Littell <i>Abriendo Puertas antologia de literatura Tomo II</i> - McDougal Littell <i>Abriendo puertas ampliando perspectivas</i> - McDougal Littell	No	0.0 %
Health	<i>Glencoe Health</i>   Glencoe	No	0.0 %
Visual and Performing Arts	<b>N/A</b>	No	0.0 %

Science Lab Eqpmt (Grades  
9-12)

N/A

N/A

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

*Last updated: 1/31/2018*



## School Facility Conditions and Planned Improvements

2017-2018 FIT Results:

Total Areas Evaluated: 29

Category Totals in Good Repair:

Systems: 98.85%

Interior: 58.62%

Cleanliness: 100%

Electrical: 82.76%

Restrooms/Fountains: 94.83%

Safety: 94.83%

Structural: 100%

External: 96.5%

**Overall Rating: 90.80 %**

*Last updated: 1/31/2018*

## 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	See 2017 FIT
Interior: Interior Surfaces	Poor	See 2017 FIT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	See 2017 FIT
Electrical: Electrical	Fair	<b>See 2017 FIT</b>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<b>See 2017 FIT</b>
Safety: Fire Safety, Hazardous Materials	Good	<b>See 2017 FIT</b>
Structural: Structural Damage, Roofs	Good	<b>See 2017 FIT</b>

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<b>See 2017 FIT</b>
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### Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/31/2018*

## 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)	57%	60%	29%	31%	48%	48%
Mathematics (grades 3-8 and 11)	23%	25%	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: 1/31/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	141	140	99.29%	59.71%
Male	68	68	100.00%	52.24%
Female	73	72	98.63%	66.67%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	99	98	98.99%	57.73%
Native Hawaiian or Pacific Islander				
White	37	37	100.00%	67.57%
Two or More Races				
Socioeconomically Disadvantaged	93	92	98.92%	56.04%
English Learners	30	29	96.67%	21.43%
Students with Disabilities	12		91.67%	--
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: 1/31/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	141	139	98.58%	25.18%
Male	68	67	98.53%	26.87%
Female	73	72	98.63%	23.61%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	99	97	97.98%	21.65%
Native Hawaiian or Pacific Islander				
White	37	37	100.00%	32.43%
Two or More Races				
Socioeconomically Disadvantaged	93	91	97.85%	19.78%
English Learners	30	28	93.33%	--
Students with Disabilities	12	--	83.33%	--
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: 1/31/2018*

## 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)	38.0%	61.0%	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: 1/31/2018*

### Career Technical Education Programs (School Year 2016-17)


## Ag Advisory Committee

Jaime Farao	Retired College Ag Instructor	Merced College
Melvin Alamo	Retired Dairyman	Valley Holsteins
Robert Borba	Almond Buyer	Minturn Nut Company
Frank Azevedo	Farmer/Dairyman	Azevedo Dairy
Dr. Cathy Wallace	Veterinarian	Los Banos Vet Clinic
Richard Bell	Ag Appraiser	Yosemite Farm Credit
Stephen Moitozo	Ag Banker	American Ag Credit
Rob Alamo	Nut/Fruit Tree Salesman	Dave's Nursery
Mark Woods	Owner	Wood's Transplant

Workability for Special Education students

*Last updated: 1/31/2018*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	281
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	7.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.0%

*Last updated: 1/31/2018*

### 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	99.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	45.4%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 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
9	21.9%	15.2%	36.4%

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: 1/31/2018



## 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)

Gustine High School parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and provide input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various Strategic Plan committees and the GHS English Learner Advisory Committee (ELAC). We also meet regularly with parents on any number of issues pertaining to their specific needs. Additionally as a small school, we have many opportunities for our students to become involved in both curricular and extra curricular activities. Parents also have the opportunity to play a vital role in these activities. Parents are actively recruited to serve on the School Site Council where funding and school program decisions are made. As stated prior, as also have periodic community meeting to discuss the site/district Local Control Accountability Plan (LCAP). Additionally, we have an English Learner Advisory Committee, a strong and active Agriculture Booster Club, Athletic Booster Club, Band Boosters

### State Priority: Pupil Engagement

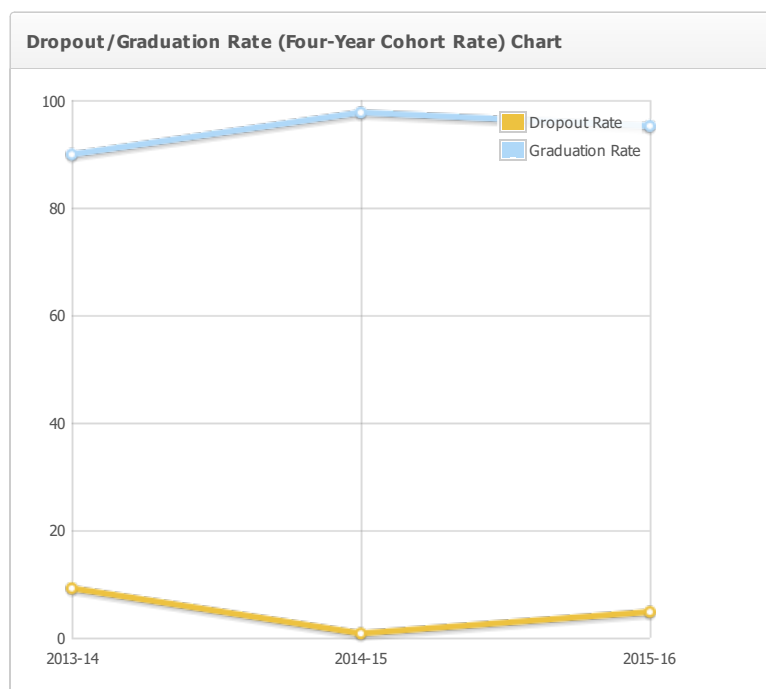
*Last updated: 1/31/2018*

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	9.2%	0.8%	4.8%	14.4%	1.5%	5.5%	11.5%	10.7%	9.7%
Graduation Rate	89.9%	97.7%	95.2%	84.8%	97.0%	93.8%	81.0%	82.3%	83.8%



*Last updated: 1/31/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	92.3%	99.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	92.6%	98.1%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	92.9%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	92.3%	100.0%	85.5%
English Learners	63.6%	78.6%	55.4%
Students with Disabilities	81.8%	90.9%	63.9%
Foster Youth	0.0%	0.0%	68.2%

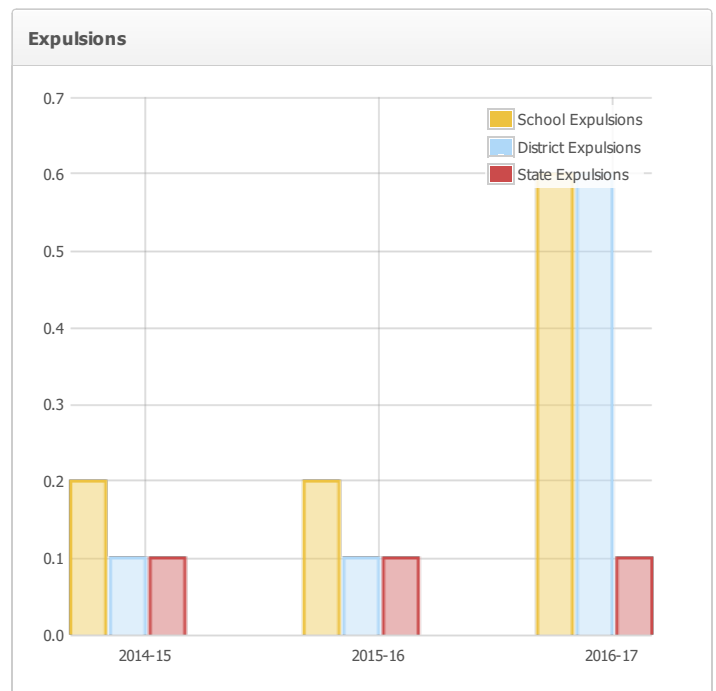
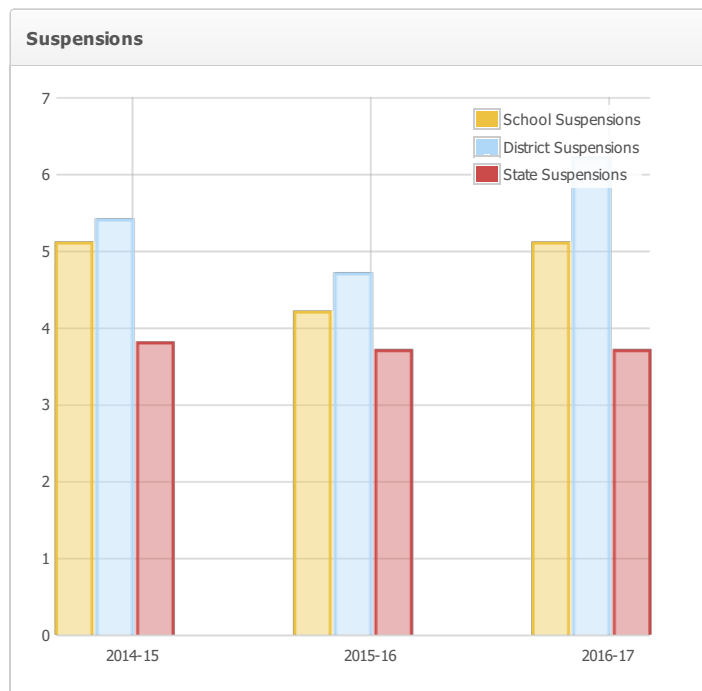
# State Priority: School Climate

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	5.1%	4.2%	5.1%	5.4%	4.7%	6.2%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.2%	0.6%	0.1%	0.1%	0.6%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

## 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 and reviewed at various times during the year. Due to these reviews and drills, emergency procedures and safety on campus has improved. We have a full-time SRO and part time campus supervisor. The campus also has a camera surveillance system. School administration/staff are diligent in being seen on campus and maintaining a safe environment. With the the passage of Measure P in November 2014 (school construction bond) a number of safety related projects are in the planning stages. For specific safety plan details please contact Mr. Adam Cano, Assitant Principal, Gustine High School.

Last updated: 1/31/2018

## 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: 1/31/2018*

### 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: 1/31/2018*

**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	27.0	7	12	4	29.0	6	8	9	29.0	7	5	12
Mathematics	26.0	4	15	2	22.0	3	6	1	22.0	6	3	3
Science	30.0	1	12	4	30.0	1	11	4	28.0	1	11	3
Social Science	32.0	1	5	6	28.0	0	14	1	32.0	2	5	7

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2018

**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	2.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2018

**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	\$6640.9	\$822.8	\$5818.1	\$69183.0
District	N/A	N/A	\$63370.0	\$66787.0
Percent Difference – School Site and District	N/A	N/A	-166.4%	3.5%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-12.2%	-0.7%

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

Last updated: 1/31/2018

## Types of Services Funded (Fiscal Year 2016-17)

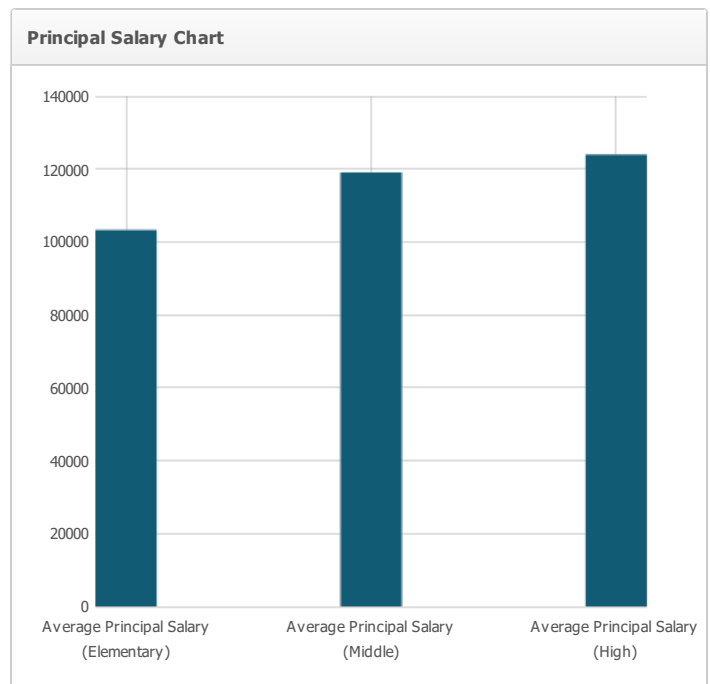
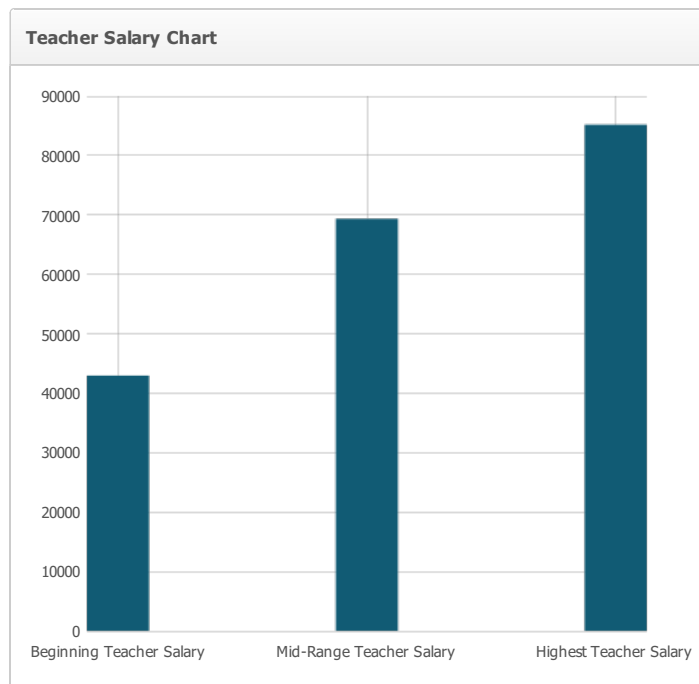
The SPSA and LCAP along with Title III programs call for support of developing fluency in English, and academic proficiency of English learners. Three teachers share the teaching of ELD to designated students. EDGE is used as the curriculum for EL students scoring 1,2 or 3 on the CELDT test EDGE Level A is the curriculum for our level 4 and 5 students. In addition, some level 3, and all level 4 and 5 students are placed in a standards-based, grade level English class.

*Last updated: 1/31/2018*

## 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: 1/31/2018*

**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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	19.2%

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

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

*Last updated: 1/31/2018*

**Professional Development**

**The district provides one minimum day per month and an early release Monday every week, as well as other professional development designated days as contained within the academic calendar. Staff development is focused on Richard Dufour's model of Professional Learning Communities (PLC's), Marzano's powerful first instruction, supporting second language learners, Common Core, and technology. \*Note beginning in August 2015 and continuing to date, the staff continues ongoing professional development in related PLC methods and practices.**

*Last updated: 1/31/2018*