

# Joseph A. Gregori High

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	Joseph A. Gregori High
Street	3701 Pirrone Rd.
City, State, Zip	Modesto, CA 95356-9048
Phone Number	(209) 550-3420
Principal	Mr. Jeff Albritton
E-mail Address	albritton.j@monet.k12.ca.ca
Web Site	<a href="http://mcsold1.monet.k12.ca.us/schools/gregori/default.aspx">http://mcsold1.monet.k12.ca.us/schools/gregori/default.aspx</a> <a href="http://mcsold1.monet.k12.ca.us/schools/grego">http://mcsold1.monet.k12.ca.us/schools/grego</a>
CDS Code	50711750121129

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 576-4011
Superintendent	Pam Able
E-mail Address	able.p@monet.k12.ca.us
Web Site	<a href="http://www.mcs4kids.com">www.mcs4kids.com</a>

## School Description and Mission Statement (Most Recent Year)

Joseph A. Gregori High school opened on August 11, 2010 as the seventh high school in Modesto City Schools. The school's attendance boundaries encompass the northwest part of the school district. Gregori High School's primary feeder schools are Salida Middle School and Prescott Senior Elementary. Both of these junior highs are in different school districts. Gregori High School reflects the socioeconomic and ethnic diversity of the city of Modesto and the town of Salida. Our school is unique for several reasons. All students and staff are divided into Small Learning Communities (SLC), students attend classes in a modified block schedule and all students wear their ID card on a lanyard. We have a full complement of boys and girls athletic teams, which are consistently competitive in the strong Modesto Metropolitan Conference. Gregori High School is a great place for students to pursue their high school education. Students have a wide variety of options, along with a caring and committed staff to support them in their ongoing pursuit of Achievement, Loyalty and Integrity. Our Mission statement is as follows: Joseph A. Gregori High School provides a safe, collaborative learning community that engages and supports all students to succeed as lifelong learners.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	557
Grade 10	535
Grade 11	544
Grade 12	442
Total Enrollment	2,078

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	5.6
Filipino	1.3
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	1.0
White	32.8
Two or More Races	4.9
Socioeconomically Disadvantaged	45.8
English Learners	9.0
Students with Disabilities	9.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
<b>With Full Credential</b>	63	76	81.8	603.95
<b>Without Full Credential</b>	0	0	2.0	5
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	1.0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.58	1.42
<b>All Schools in District</b>	99.21	0.79
<b>High-Poverty Schools in District</b>	99.08	0.92
<b>Low-Poverty Schools in District</b>	100.00	0.00

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** December 2014

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Grades 9-10: Holt, 2005 Grades 11-12: Holt, 2006	Yes	0
<b>Mathematics</b>	Secondary Math I: Mathematics Vision Project Secondary Math II: Mathematics Vision Project Geometry: Holt, 2008 Algebra II: Holt, 2008 Pre-Calculus: Hold, 2008 Calculus: Pearson/Prentice Hall, 2008 AP Statistics: Pearson/Prentice Hall, 2008	Yes	0
<b>Science</b>	Adv. Biology: Glencoe, 2007 AP Biology/IB Biology: On Hold AP Chemistry: McDougal-Littell AP/IB Environmental Sci: Thomson, 2007 AP Physics: Thomson, 2007 Biology/CP Biology/Int. Ag Science 3-4: McDougal-Littell Bio. Horticulture: Thomson, 2007 Chemistry/CP Chemistry/Pre-AP Chemistry/Pre-IB, & Chemistry: Holt, 2007 Earth Science/Int Age Science 1-2: Holt, 2007 Human Anatomy & Physiology: Person 2007 IB/SL Chemistry: Glencoe, 2007 Forensics/Biotech 1-2/Int. Science 1: Glencoe, 2007 Forensics/Biotech 3-4/Int. Science 1: Glencoe, 2007 Forensics/Biotech 3-4/Int. Science 3: Pearson, 2007 Integrated Science 4: Holt, 2007 Physics: Holt, 2007 Pre-AP Biology: Pearson, 2007 Pre-AP/Pre-IB Physics: CPO Science, 2007	Yes	0
<b>History-Social Science</b>	Wld Religion/Geo: Prentice Hall, 2006 Wld History: Prentice Hall, 2006 US History: McDougal Littell, 2006 Gov. Econ: Prentice Hall, 2006	Yes	0
<b>Foreign Language</b>	Spanish 1, 2, 3, 4: Prentice Hall, 2007 French 1, 2, 3, 4: McDougal Littell, 2007 Spanish for Spanish Speakers 3: Holt, 2007 Spanish for Spanish Speakers 4, 5, 6: Holt; Prentice Hall, 2007 German 1, 2, 3: Holt, 2007 AP Spanish: Prentice Hall; Glencoe, 2007	Yes	0
<b>Health</b>	Health, Glencoe, 2005	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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### General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at [mcs4kids.com](http://mcs4kids.com).

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings:

This school has 52 classrooms, 36 labs, a cafeteria building, a library, bookroom, Career Center, reference room, and an administration office. The main campus was built in 2010. The school opened in 2010.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

### Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2014-15 school year, the district has budgeted \$1.2 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.2 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/12/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	46	49	58	53	53	58	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Student at the School	58
Male	59
Female	56
Black or African American	55
American Indian or Alaska Native	
Asian	47
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	69
Two or More Races	60
Socioeconomically Disadvantaged	48
English Learners	12
Students with Disabilities	50
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	51	54	48	49	51	54	56	55
Mathematics	19	18	20	26	23	22	49	50	50
History-Social Science	50	48	49	51	49	50	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	7	5	6
Similar Schools	8	2	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-25	21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-15	40
Native Hawaiian/Pacific Islander			
White		-34	8
Two or More Races			
Socioeconomically Disadvantaged		-27	20
English Learners		-30	46
Students with Disabilities			19

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

### Career Technical Education Programs (School Year 2013-14)

Modesto City Schools has a long history of operating successful Career Technical Education (CTE) programs. Traditionally called Vocational Education, today's CTE programs are rigorous and relevant programs that combine academic knowledge with technical skills and application of learning in hands-on, real life contexts to prepare students with viable skills for today's increasingly complex workforce.

Modesto City Schools operates over 30 distinct CTE/ROP programs spread across its seven comprehensive high school sites and ancillary facilities. These programs provide workplace preparation to our high school students, including several programs specifically designed to provide training to students with special needs, as well as workforce training for adults in the community.

CTE programs reflect the instructional and learning design of Common Core: problem or project-based learning, development of critical thinking and problem-solving skills, teaming/collaboration, and increased awareness of the expectations of business, industry, and the workplace. CTE is Common Core. State and national data indicate that students taking a CTE sequence perform better on assessments, graduate at higher rates, and are more successful in both college and the job market.

CTE program data are monitored for enrollment trends, participation and completion rates, and performance on Carl D. Perkins grant core indicators. These data are reviewed annually with a wide array of stakeholders at a District CTE Advisory meeting, who give input on program effectiveness and development.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	5746
% of pupils completing a CTE program and earning a high school diploma	18
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	69.57
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	34.66

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	51	57	53	49	52	42	56	57	56
Mathematics	55	56	61	55	53	46	58	60	62

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	25	23	46	37	17
All Students at the School	47	27	26	39	46	15
Male	52	27	21	33	53	13
Female	42	27	31	45	38	17
Black or African American	50	20	30	55	40	5
American Indian or Alaska Native						
Asian	42	38	21	25	42	33
Filipino						
Hispanic or Latino	58	24	17	47	45	9
Native Hawaiian or Pacific Islander						
White	34	32	34	32	47	21
Two or More Races	44	28	28	30	52	18
Socioeconomically Disadvantaged	62	22	17	47	44	9
English Learners	90	8	2	89	11	
Students with Disabilities	91	9		46	46	8
Students Receiving Migrant Education Services	100					

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.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.9	25.0	39.2

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Gregori High School will involve parents, in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the School Site Council (SSC). Gregori High School will provide parents timely information about programs under this plan; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Gregori High School will conduct an extensive parent information program during Back to School Night with translation services. Principals are charged with the responsibility of providing opportunities for parent involvement such as: 1. English Learner Advisory Committee 2. School Site Council 3. The ELAC and/or Site Council will be involved in the determination of program direction, goals, budgeting, staffing needs, and school action plans/projects. 4. Parent Institute: A program that educates parents on a wide range of topics. 5. Freshman A-Z orientation. 6. Senior Spotlight 7. CAHSEE Information Night 8. Site Representatives on district committees 9. Open House, 8th Grade Orientation

#### Opportunities for Parental Involvement:

There are several opportunities for parents to take part in their student's education at Gregori High School. There are also booster organizations intended to support student programs. They include: Athletic Boosters, FFA/Ag Boosters, Music Boosters, and our parent group for CLAW Orientation. Gregori High School's School Site Council (SSC) meets at least five times each year to discuss a variety of issues pertaining to school oversight. The English Learner Advisory Committee (ELAC) is in place at Gregori High School and responds to the needs of students whose native language is other than English. ELAC meetings are held on alternating months. Gregori will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Further, to the extent feasible and appropriate, Gregori will coordinate and integrate parent involvement programs and activities, such as a parent resource center, that encourage and support parents in more fully participating in the education of their children.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate		0.0	1.7		15.5	10.3	14.7	13.1	11.4
Graduation Rate		0.00	97.32	76.28	78.21	84.19	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	97.09	82.86	84.56
Black or African American	91.67	83.13	75.90
American Indian or Alaska Native	0.00	69.23	77.82
Asian	100.00	91.54	92.94
Filipino	90.00	91.30	92.20
Hispanic or Latino	96.89	79.57	80.83
Native Hawaiian/Pacific Islander	100.00	97.83	84.06
White	95.89	86.64	90.15
Two or More Races	105.26	75.36	89.03
Socioeconomically Disadvantaged	101.08	78.16	82.58
English Learners	82.35	46.96	53.68
Students with Disabilities	78.79	56.47	60.31

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.9	7.1	3.9	17.1	14.8	10.3	5.7	5.1	4.4
Expulsions	0.4	0.3	0.0	0.8	0.3	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

The Joseph A. Gregori High School's Safety Plan is updated each year and shared with staff at the beginning of the school year. Drills are conducted during the course of the school year to practice and evaluate readiness of the Gregori High School staff and students. The Joseph A. Gregori High School Safety Plan identifies nine crisis events and addresses initial emergency responses appropriate for each. The nine events are:

- 1) Fire
- 2) Bomb Threat
- 3) Explosion
- 4) Suicide or Death
- 5) Shooting (single or multiple)
- 6) Earthquake
- 7) Lockdown Procedures
- 8) Disaster Plan
- 9) Evacuation Plan

In the event of a crisis, the principal, or the principal's designee, will be in charge of implementing the plan and taking charge of the emergency situation.

All visitors must check in with the school receptionist in the main office. They are required to sign-in and document the reason for their visit. If campus access is approved, visitors receive an identification tag, which must be prominently displayed at all times. If checking a student out of school for the day, the individual must present photo identification, and be listed on student's registration and emergency information documents. Administrators supervise students before and after school and make themselves available at all times via two way radio. They monitor the campus during lunch. Campus supervisors are assigned to zones throughout the campus, which they monitor before school, after school, and during lunch and passing periods. Campus supervisors are also assigned to the bus loading area and parking lots to monitor traffic. During passing periods campus supervisors monitor hallways, check for lanyards, and respond to student accidents, illnesses, or disruptive activity. Like administrators, campus supervisors and the School Police Officer are in constant communication with each other, administrators, and the main office via two-way radio.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	13	9	26	23	41	20	36	23	43	15	45
Mathematics	27.6	14	10	30	24	32	7	43	23	36	14	43
Science	31.4	6	5	25	28	13	7	33	27	15	11	33
Social Science	27.3	11	5	21	22	35	9	39	22	38	15	38

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.2	700
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.2	---
Social Worker		---
Nurse	0.8	---
Speech/Language/Hearing Specialist	0.4	---
Resource Specialist	4.0	---
Other	2.0	---

Note: Cells with "---" 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,939.40	\$2,210.40	\$5,729.00	\$84,712.25
District	---	---	\$5,795.56	\$78,371.00
Percent Difference: School Site and District	---	---	-1.1	8.1
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	22.2	19.7

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

All students benefit from the district's emphasis on maintaining outstanding libraries. Students living a qualifying distance are provided transportation to and from their school. Special education students, gifted and talented students, and English learners receive the appropriate educational services. Programs are funded through a combination of local, state and federal resources.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,123	\$41,265
Mid-Range Teacher Salary	\$71,396	\$60,386
Highest Teacher Salary	\$93,239	\$78,656
Average Principal Salary (Elementary)	\$103,842	\$98,325
Average Principal Salary (Middle)	\$105,697	\$102,745
Average Principal Salary (High)	\$119,493	\$110,360
Superintendent Salary	\$226,655	\$170,518
Percent of Budget for Teacher Salaries	43.86%	41.14%
Percent of Budget for Administrative Salaries	6.14%	6.07%

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

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	4	---
Science	3	---
Social Science	10	---
All courses	21	0.4

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

**Professional Development**

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**12-13:**

Common Core – 4 Days  
 ELA Common Core Transition – 4 Days  
 Effective Classroom Management – 2 Days (optional)

**13-14:**

Close Reading Research and Strategies with Dr. Tim Shanahan – 1 Day  
 Data Works Effective Instructional Strategies – 2 Days  
 Teaching Common Core to English Learners by DataWORKs for targeted K-6 Schools – 1 Day (optional)  
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)  
 Cruise in to Common Core for K-6 educators – 3 Days (optional)  
 DIBELS for K-1 educators – 2 Days  
 Effective Classroom Management – 2 Days (optional)  
 Lesson Study for Math and Science Educators – 2 Days (optional)

**14-15:**

Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days  
 Common Core Standards Based Instruction for K-6 Educators – 1 Day  
 Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)  
 Big Idea Workshop Series – Optional after school PD for K-6 Educators  
 Lesson Study for Math and Science Educators – 2 Days (optional)  
 Positive Behavior Intervention and Support – 2 Days  
 College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day  
 Effective Classroom Management – 2 Days (optional)  
 Restorative Justice – 4 Days  
 Chemical Safety Training – 1 Day