

# Williams Junior/Senior 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. Nicholas Richter, Secondary School Principal

 Principal, Williams Junior/Senior High

### About Our School

Williams Jr/Sr High School is a school on the move. The home of the Yellowjackets, Williams Jr/Sr High School has undergone changes to create a college going culture. Students have been able to explore colleges and career options starting in 7th grade. The school has adopted a local mission statement of "College for All. This means that while not every student is going to attend college, every student should see college as a viable option for their future. We have worked very hard to offer college courses during the school day at no cost to our students as well as during summer and evenings. Our students have an advantage in they will have had the opportunity to complete a significant number of college credits prior to graduation.

Our school is approaching this mission statement by collaborating around what makes our school effective. We are focusing on Rigor, relevance, and engagement in the classrooms. We are focusing on developing the whole student. We are also focusing on strategic support and stretch opportunities in rigorous coursework for all students. We believe all students can and must learn. Our students are being prepared for a 21st century work place where they will need to communicate, collaborate, think critically, and be creative.

We are a small rural farming community that is very proud of our culture and work ethic. Families are hardworking and dedicated. As students and parents continue to expand their knowledge of what is available to them, the sky is the limit.

### Contact

*Williams Junior/Senior High*  
260 11th St.  
Williams, CA 95987

Phone: 530-473-5369  
E-mail: [nrichter@williams.k12.ca.us](mailto:nrichter@williams.k12.ca.us)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Williams Unified
<b>Phone Number</b>	(530) 473-2550
<b>Superintendent</b>	Edgar Lampkin
<b>E-mail Address</b>	<a href="mailto:elampkin@williams.k12.ca.us">elampkin@williams.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.williamsusd.net">www.williamsusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Williams Junior/Senior High
<b>Street</b>	260 11th St.
<b>City, State, Zip</b>	Williams, Ca, 95987
<b>Phone Number</b>	530-473-5369
<b>Principal</b> Principal	Dr. Nicholas Richter, Secondary School
<b>E-mail Address</b>	<a href="mailto:nrichter@williams.k12.ca.us">nrichter@williams.k12.ca.us</a>
<b>Web Site</b>	<a href="http://whs.williamsusd.net/">http://whs.williamsusd.net/</a>
<b>County-District-School (CDS) Code</b>	06616220637504

*Last updated: 12/19/2017*

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

Our vision statement for the district is "All students will graduate from Williams Jr/Sr High School with the 21st century skills to give them true choice; career or college." There are 31 teachers and counselors committed to this vision. The staff is hard working and caring.

Williams Jr/Sr High School is a school of 570 students in grades 7-12 including alternative education. There are about 95 students per grade level. We have 92 percent Latino student population with about 78 percent qualifying for free or reduced lunch.

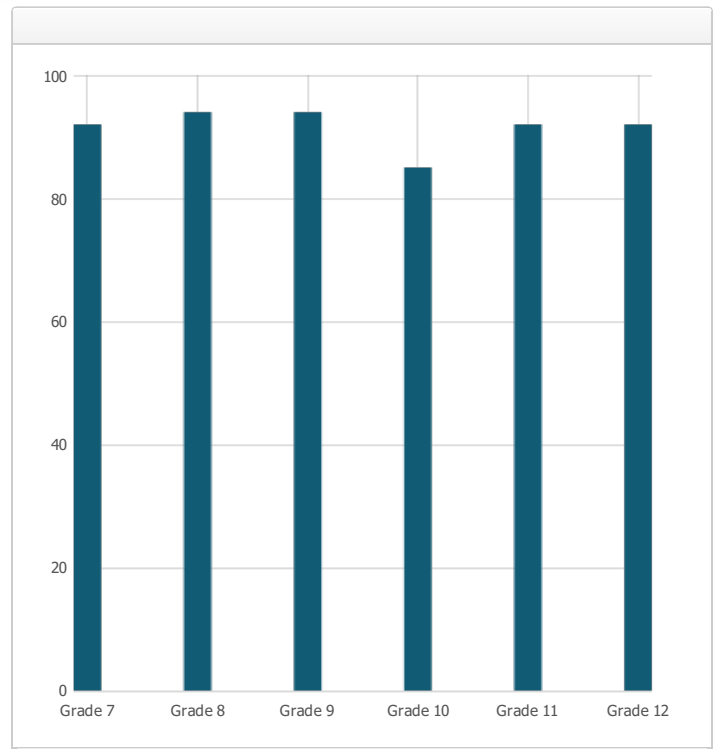
Over the past three years the school has graduated 100% of the seniors. The school has also reached an A-G rate of 44%. Many students are taking college courses and AP courses to prepare for college. Our school is growing slowly with new construction in town.

Students in Williams Unified will graduate with 21st century skills giving them true choice: College can be for everyone.

*Last updated: 1/9/2018*

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

Grade Level	Number of Students
Grade 7	92
Grade 8	94
Grade 9	94
Grade 10	85
Grade 11	92
Grade 12	92
<b>Total Enrollment</b>	<b>549</b>



Last updated: 12/8/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.2 %
Asian	1.6 %
Filipino	0.0 %
Hispanic or Latino	94.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	3.5 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	22.2 %
Students with Disabilities	9.8 %
Foster Youth	0.4 %

Last updated: 12/8/2017

## A. Conditions of Learning

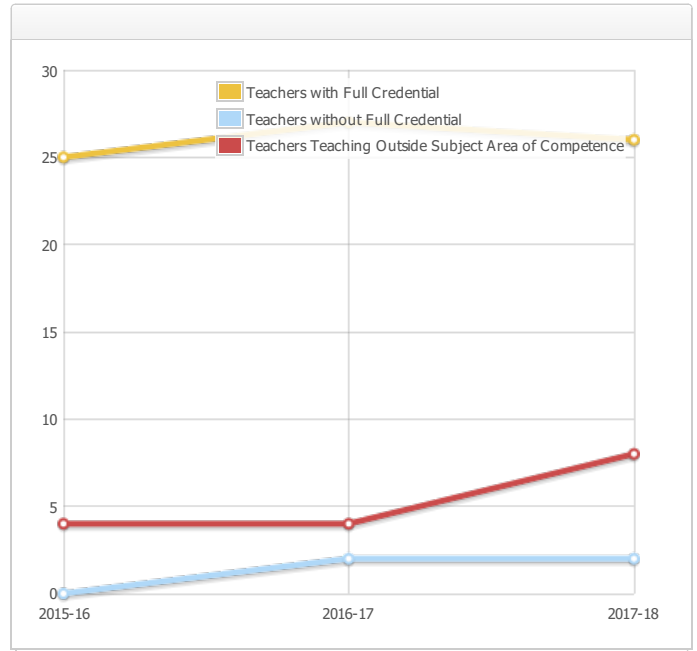
### State Priority: Basic

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

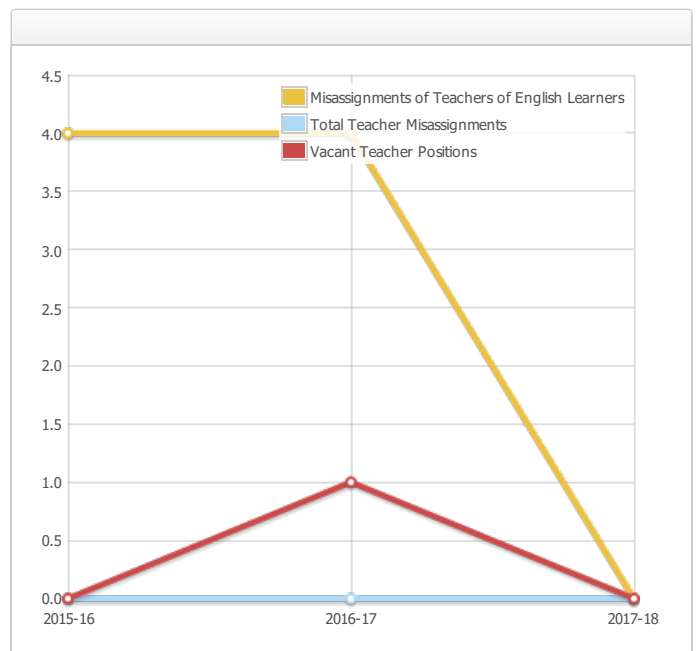
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	27	26	67
Without Full Credential	0	2	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	4	8	9



Last updated: 12/8/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	4	4	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 12/8/2017

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

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ELD 1 – Hampton Brown Edge Fundamentals - ISBN 978-0-7362-6163-0</p> <p>ELD 2- Hampton Brown Edge Reading Writing &amp; Language Level A - ISBN: 978-0-7362-3452-8</p> <p>ELD 3 – Hampton Brown Edge Reading Writing &amp; Language Level B - ISBN 9780736234535</p> <p>ELD 4 – Hampton Brown Edge Reading Writing &amp; Language Level C - ISBN 978-0-7362-3454-2</p> <p>ELD Supp – Keys to Learning - ISBN 978-0-13-208378-2</p> <p>AP English Language 11 – McGraw Hill The Art of Voice Language &amp; Composition - ISBN 978-0-07-664636-4</p> <p>English 7 - The Language of Learning - ISBN 0-618-11572-2</p> <p>English 8 - The Language of Learning - ISBN 1-618-11573-0</p> <p>McDougal Littell The Language of Literature: American Literature-11th grade ISBN: 978-0-618-60139-4</p> <p>McDougal Littell The Language of Literature: - 9th grade ISBN: 978-0395931721</p>	Yes	0.0 %
Mathematics	<p>Math 7 - CPM Course 2 - ISBN 978-1-60328-084-6</p> <p>Math 8 - CPM Course 3 - ISBN 978-1-60328-091-4</p> <p>Algebra 1 - CPM Course - ISBN 978-1-60328-101-0</p> <p>Geometry - CPM Geometry - ISBN 978-1-60328-108-9</p> <p>Algebra II - CPM Algebra II - ISBN 978-1-60328-115-7</p> <p>Precalculus - Precalculus Graphical, Numerical, Algrbraic 6th Ed. - ISBN 0-32-113186-x</p> <p>AP Calculus - Calculus Graphical, Numerical, Algrbraic AP*Edition, 3rd Ed. - ISBN 0-13-201408-4</p>	Yes	0.0 %
Science	<p>Anatomy - Holes: Human Anatomy &amp; Physiology 11th Ed 978-0-07-331609-3</p> <p>Pictorial Anatomy of The Cat Stephen G. Gilbert 978-0-295-95454-7</p> <p>Biologia Holt McDougal &amp; Stephan Nowicki 978-0-547-21951-6</p> <p>Biology - Johnson and Raven 978-0-030-92201-5</p> <p>Science 7 - Focus on California Life Science - ISBN 0-13-201273-1</p> <p>Science 8 - Focus on Physical Science - ISBN 0-13-201270-7</p> <p>Chemistry - ISBN 1-13-251510-6</p> <p>Physics - ISBN 0-13-166301-1</p>	Yes	0.0 %
History-Social Science	<p>7th—World History: Medieval and Early Modern Times— 9780618532940</p> <p>8th—Creating America: A History of the United States— 9780618559497</p> <p>10th—World History The Modern World - 0-13-129977-8</p>	Yes	0.0 %

11th—American Anthem: Modern American History-- 0030432995

11th—(AP) America's History—9781457628931

12th—Economics Today and Tomorrow—0078259800

12th—Magruder's American Government--9780133731729

Ap European History - A History of the Modern World - 0-07-325720-6

Foreign Language	Spanish 1 - Avancemos 1- ISBN 0-547-87191-2 Spanish 2 - Avancemos 2 - ISBN 0-547-87193-6 Spanish 3 - Avancemos 3 - ISBN 0-547-87203-2 AP Spanish - Abriendo paso - ISBN 0-13-323800-8	Yes	0.0 %
Health	Health and Wellness - 0-07-830863-1	Yes	0.0 %
Visual and Performing Arts	Band - Sound Innovations - ISBN 0-7390-6725-7	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: 1/9/2018

## School Facility Conditions and Planned Improvements

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

*Last updated: 12/15/2017*

## School Facility Good Repair Status

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

Overall Rating	Exemplary
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*Last updated: 12/15/2017*

## 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)	38%	32%	24%	27%	48%	48%
Mathematics (grades 3-8 and 11)	22%	16%	15%	18%	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: 12/8/2017*



**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	276	258	93.48%	31.78%
Male	144	133	92.36%	23.31%
Female	132	125	94.70%	40.80%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	261	246	94.25%	31.71%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	242	224	92.56%	30.36%
English Learners	171	159	92.98%	15.09%
Students with Disabilities	25	25	100.00%	--
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: 12/8/2017*

**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	276	257	93.12%	15.56%
Male	144	133	92.36%	14.29%
Female	132	124	93.94%	16.94%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	261	246	94.25%	14.63%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	242	223	92.15%	13.90%
English Learners	171	159	92.98%	--
Students with Disabilities	25	25	100.00%	--
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: 12/8/2017*

**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)	31.0%	40.0%	30.0%	29.0%	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: 12/8/2017*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	115
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	0.0%

*Last updated: 12/18/2017*

**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	72.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	38.8%

# 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
7	22.8%	27.8%	20.3%
9	15.7%	18.1%	20.5%

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: 12/8/2017

## 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)

Opportunities for Parental Involvement (school year 2017-2018)

Parents input is sought in many different ways. This is an area Williams Jr/Sr. High School continues to seek greater parent involvement. The following is a list of examples of parental involvement.

-Parent Advisory Committee.

-School Site Council

-Brown and Gold

-Open House

-Back to School Night  
-Sports activities

Parent Clubs/Organizations

**Band Boosters:** This is a group of parents, friends, and students who work together to benefit the music program at Williams Unified School District. They are the backbone of the music department. They help with the planning, execution and review of fund raising, festival performance, field trips and equipment maintenance, including uniforms and costumes.

**Brown and Gold:** The purpose of the Foundation shall be to encourage community support in financing athletic programs In the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and students.

**District English Learner Advisory Committee:** (D.E.L.A.C.) is an elected group of parents who advise the district, English Learner Advisory committee, principals, and staff in the development of the bilingual education portion of the district school plan, district wide needs assessment; and district goals for ELD students.

**English Learner Advisory Committee:** (E.L.A.C.) is an elected group of parents who advise the principal and staff in the development of the bilingual education portion of the school plan. The E.L.A.C. also acts as a liaison between parents and the school. The E.L.A.C. meets every month as needed.

**School Site Council:** The purpose of this Council shall be to:

1. Develop and recommend the School Improvement Plan;
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and assess periodically the effectiveness of the program;
3. Annually review the school improvement plan, establish a budget consistent with the Education Code, and; if necessary, make modification.

## State Priority: Pupil Engagement

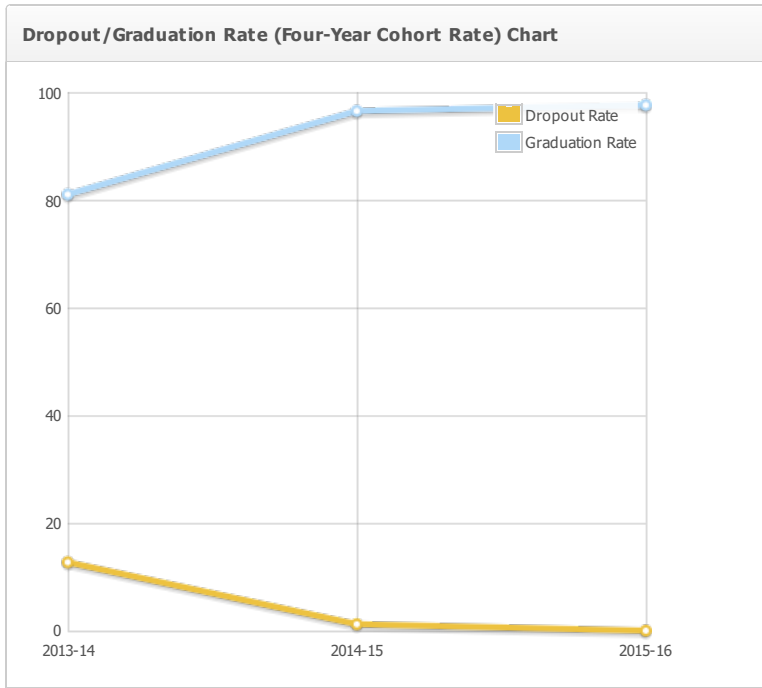
*Last updated: 1/9/2018*

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	12.7%	1.2%	0.0%	18.1%	4.0%	2.2%	11.5%	10.7%	9.7%
Graduation Rate	81.0%	96.5%	97.6%	77.1%	94.1%	94.6%	81.0%	82.3%	83.8%



Last updated: 12/15/2017

**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	94.1%	94.6%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	93.3%	95.1%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	100.0%	85.7%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	91.8%	93.7%	85.5%
English Learners	64.7%	71.4%	55.4%
Students with Disabilities	80.0%	72.7%	63.9%
Foster Youth	0.0%	0.0%	68.2%

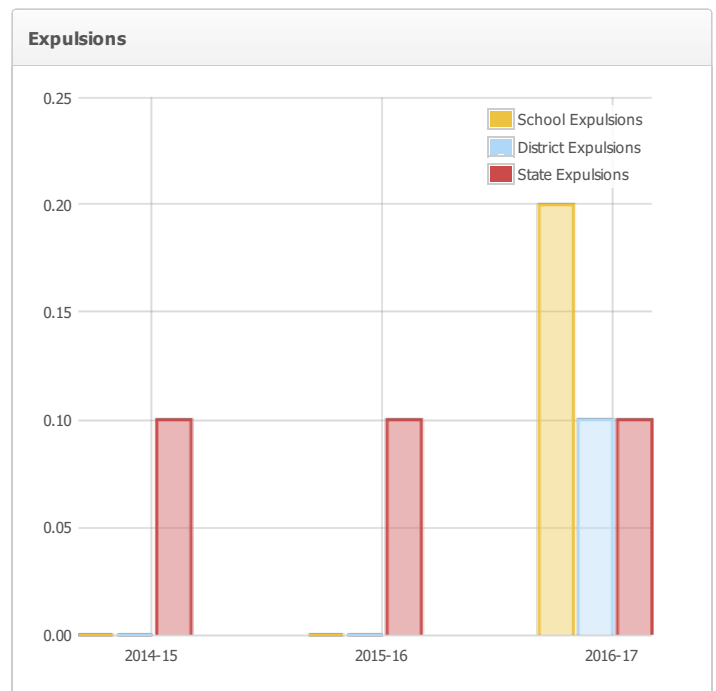
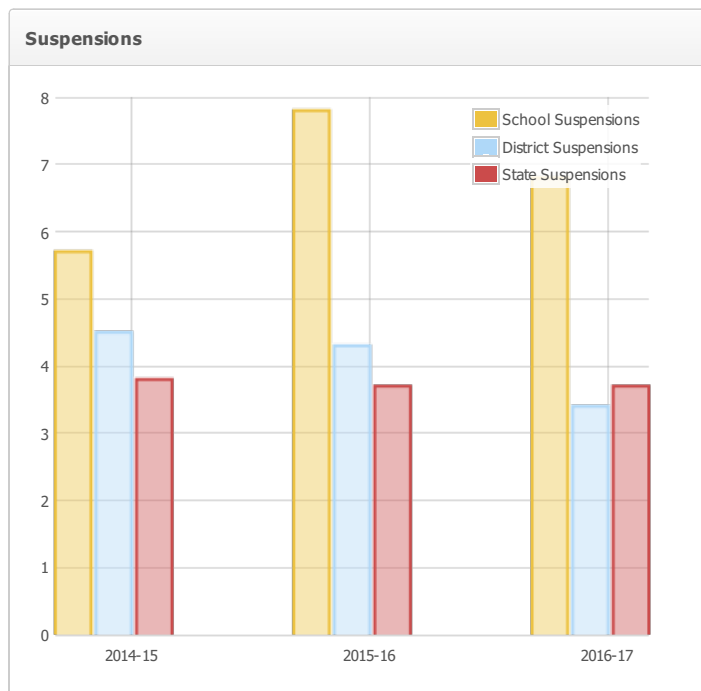
# State Priority: School Climate

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	5.7%	7.8%	6.8%	4.5%	4.3%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/15/2017

## School Safety Plan (School Year 2017-18)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on January 27, 2016.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- Ensure procedures and resources are in place to provide timely and accurate information to the entire school community.

Our District has expanded the safety program to include the Standard Response Protocol (SRP) for use during emergency situations, which is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

Students and staff are trained and the school will drill these actions over the course of the school year. For further information please click here to examine the entire Williams Unified School District Safety Plan found on our District Website ([www.williamsusd.net](http://www.williamsusd.net)).

Last updated: 1/9/2018



## 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	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	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: 12/15/2017*

**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	25.0	11	25	0	24.0	13	27	0	25.0	8	26	1
Mathematics	28.0	4	21	1	26.0	5	22	0	24.0	13	18	0
Science	28.0	1	17	0	25.0	4	17	0	26.0	3	16	0
Social Science	26.0	3	14	0	27.0	0	17	0	27.0	2	15	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: 12/8/2017

**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	1.0	
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		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: 12/14/2017

**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	\$6179.8	\$1037.0	\$5142.8	\$68304.0
District	N/A	N/A	\$8120.2	\$67771.0
Percent Difference – School Site and District	N/A	N/A	-44.9%	0.8%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	-24.4%	9.1%

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

Last updated: 12/12/2017

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

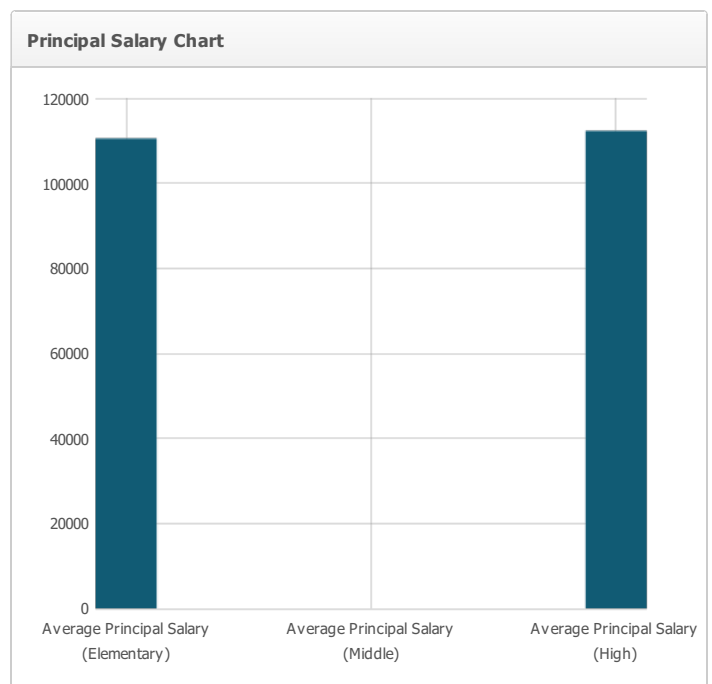
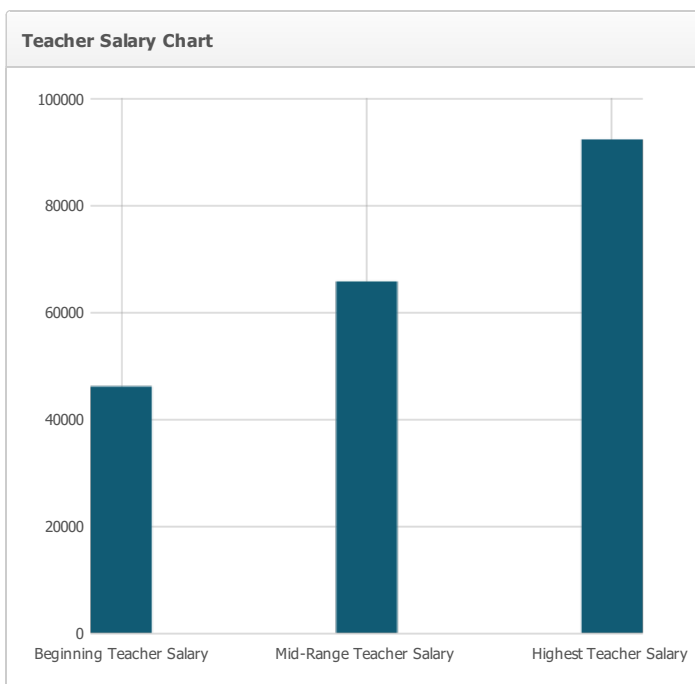
Academic Intervention
Summer Academy
Dual Enrollment
Tutoring
Art
Music

*Last updated: 1/8/2018*

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,103	\$41,164
Mid-Range Teacher Salary	\$65,732	\$61,818
Highest Teacher Salary	\$92,294	\$84,567
Average Principal Salary (Elementary)	\$110,513	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$112,314	\$101,955
Superintendent Salary	\$135,000	\$126,855
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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





**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	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	7	19.8%

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

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

*Last updated: 12/8/2017*

**Professional Development**

The focus of the professional development for this year has had four facets, Early College, Rigor, Relevance, and Engagement, AVID college readiness system, and Achievement Data Teams Cycles. We are working on using a Professional Learning Community Model for driving our use of data and to improve instruction. The classroom instruction is being evaluated using the Rigor, Relevance, and Engagement framework to ensure effective instruction. AVID college readiness system and early college are working on getting our students ready for the "College for all" mission. The work will take all our energy and a consistent focus on where we want to end up.

*Last updated: 1/9/2018*