

# Del Oro High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Del Oro High School
<b>Street</b>	3301 Taylor Rd.Loomis CA 95650
<b>City, State, Zip</b>	Loomis, CA 95650
<b>Phone Number</b>	916 652-7243
<b>Principal</b>	Daniel T. Gayaldo
<b>E-mail Address</b>	dgayaldo@puhsd.k12.ca.us
<b>Web Site</b>	<a href="http://www.puhsd.k12.ca.us/deloro/">www.puhsd.k12.ca.us/deloro/</a>
<b>CDS Code</b>	31668943132453

District Contact Information	
District Name	Placer Union High School District
Phone Number	530 886-4405
Superintendent	Dr. George Sziraki
E-mail Address	gsziraki@puhsd.k12.ca.us
Web Site	www.puhsd.k12.ca.us

### School Description and Mission Statement (School Year 2018-19)

Del Oro High School is located in Loomis, CA and is one of six high schools in the Placer Union High School District. Opened in 1959 on approximately 56 acres, Del Oro serves students in grades 9 - 12. Average enrollment is 1725 students. In November of 2018 we passed an SFIS Bond (Measure D). This Bond along with Proposition 51 and modernization money will provide 50-60 million dollars of improvements to our campus. We are in the planning stages of building 3 two story buildings (36 classrooms) that will replace our ageing portables. We are also planning to update our main building (100 wing), and CTE shops. Del Oro serves a semi-rural community trying to maintain slow growth while being surrounded by communities of high growth. There has been a phasing out of the agricultural way of life and an increase of homes on acreage and small housing tracts within our attendance boundaries. The area is becoming a bedroom community for the greater Sacramento area. There continues to be slow growth of businesses within the community, but the existing businesses are generally very supportive of Del Oro. Del Oro High School's teachers, counselors, and administrators are committed to providing an education program that instills in all students the value of education as a lifelong process and provides opportunities for growth and development. It operates on the fundamental assumption that all students can succeed and are capable of achieving excellence.

#### Del Oro students will master the essential skills to be:

- Critical Thinkers
- Effective Communicators
- Life-long Learners
- Responsible Citizens
- Healthy Individuals

#### Mission Statement:

Del Oro High School's mission is to continue a tradition of excellence and integrity in a safe, supportive, and respectful environment where all students can engage in the learning process, apply knowledge, and contribute as responsible citizens of their local and global communities.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	474
Grade 10	421
Grade 11	433
Grade 12	424
<b>Total Enrollment</b>	<b>1,752</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.3
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.1
White	78.1
Socioeconomically Disadvantaged	16.2
English Learners	0.3
Students with Disabilities	8.6
Foster Youth	0.4

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	76	75	75	75
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** 2018-9

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution in 2015, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to be given their own textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Del Oro High School currently has implemented and utilizes standards aligned textbooks and materials in all core classes. Our textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopts texts continuously on an as-needed basis. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

<b>Subject</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>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Mathematics</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Science</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>History-Social Science</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Foreign Language</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Health</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Visual and Performing Arts</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

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

The Placer Union High School District (PUHSD) 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 Instruction. The results of this survey are available at the District Office at 13000 New Airport Road. An inspection was conducted in the spring of 2018 to ensure that Del Oro High School has a clean and safe campus. Most of the buildings are between 30 and 60 years old, and are starting to show their age. The grounds and buildings are well maintained and repaired by personnel on site and from the district. Del Oro’s campus has wireless internet access available to all students and staff. Routine checks of the campus facilities take place to determine if repairs are necessary. District maintenance staff is able to address 1) gas leaks, 2) non-functioning heating, ventilation, fire sprinklers, or air conditioning systems, 3) electrical power failures, 4) major sewer line stoppages, 5) broken windows or exterior doors or gates that will not lock and that pose a security risk, and 6) structural damage creating a hazardous or uninhabitable condition. Major pest or vermin infestation, or abatement of hazardous materials, is addressed through outside contractors. Maintenance and custodial staff also ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner to ensure that students are provided with a clean, safe, and functional learning environment. The newest addition is a Performing Arts building which includes a 499 seat auditorium and classrooms for band, choir, and drama. We also have added a 1800+ seat gymnasium complete with a weight room, training room, and boys’ and girls’ team rooms. We recently added an aquatic center. A Learning Center is available to help support students who might be experiencing difficulty in their academic classes. Del Oro is a closed campus and provides a safe, secure environment for learning. All visitors are required to sign in upon arrival on campus. All staff members receive training on safety procedures. We have a full time Placer County Sheriff , Chris Kirst, assigned to Del Oro. The primary responsibilities of our three Assistant Principals and our full time school monitor is school safety. Facilities Walks including representation from site and district personnel, students, members of the Board of Trustees and community members are conducted twice annually.

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 4/2018	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	84.0	82.0	78.0	75.0	48.0	50.0
Mathematics (grades 3-8 and 11)	63.0	53.0	51.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	414	98.34	82.13
Male	228	224	98.25	77.68
Female	193	190	98.45	87.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	50	96.15	72.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	323	319	98.76	83.70
Two or More Races	31	31	100.00	77.42
Socioeconomically Disadvantaged	50	49	98.00	63.27
English Learners	--	--	--	--
Students with Disabilities	29	27	93.10	29.63

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	412	97.86	52.8
Male	228	222	97.37	52.04
Female	193	190	98.45	53.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	49	94.23	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	323	318	98.45	55.21
Two or More Races	31	31	100	45.16
Socioeconomically Disadvantaged	50	48	96	37.5
English Learners	--	--	--	--
Students with Disabilities	29	26	89.66	7.69

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

The Placer Union High School District offers sequenced CTE Pathways at each District high school. District CTE Pathways address the eleven industry sectors identified by CDE.

Del Oro High School CTE Pathways are:

- Agricultural Mechanics -101
- Cabinetry, Millwork, and Woodworking-102
- Production & Managerial Arts-113
- Food Services and Hospitality-201
- Software & Systems Development-153
- Production & Managerial Arts-113
- Agriscience

A CTE Pathway has three parts: (1) a foundation course, (2) concentrator course (3) and a capstone course. These capstone courses may be offered through the school, ROP, and /or Adult Education, and may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, several of the capstone courses meet the "A-G" college entrance requirements for preparation to enter the UC or CSU system. A coherent sequence of courses will allow students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, allows students to select related courses from another program in the industry sector, enables students to complete pathway courses which have been articulated with the community college in a Tech-Prep 2+2 pathway (2 years of high school CTE and academics with 2 years of postsecondary education), and provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	411
% of pupils completing a CTE program and earning a high school diploma	14.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	62.5

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.1	18.9	60.3

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents are actively involved in several of our leadership committees including the annual LCAP community forum, School Site Council, WASC and the Curriculum Steering Committee. Parents also provide invaluable support for our athletic program through sports Booster Clubs and our band program through Band Boosters. Each group raises thousands of dollars a year for each of these programs. Sonia Bergin is the current President of our extremely active Parents' Club organization that raises thousands of dollars for student scholarships. Additionally, the Parent Club provides a number of important and meaningful support services and resources, including: 1) funding teacher "wish list" requests and sponsoring teacher appreciation lunches; 2) operating the Student Store which provides department materials, school supplies, and Del Oro clothing to enhance school spirit; 3) producing a Newsletter, which serves as a valuable communication tool between parents and the school; 3) sponsoring Grad Night, which provides a drug and alcohol free party for our graduates the night of graduation.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	0.5	0.3	0.7	2.8	2.8	2.1	10.7	9.7	9.1
<b>Graduation Rate</b>	99.2	98.2	97.9	94.1	94.6	93.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	97.7	94.6	88.7
<b>Black or African American</b>	100.0	50.0	82.2
<b>American Indian or Alaska Native</b>	100.0	88.9	82.8
<b>Asian</b>	100.0	100.0	94.9
<b>Filipino</b>	100.0	87.5	93.5
<b>Hispanic or Latino</b>	98.1	93.8	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	97.9	95.4	92.1
<b>Two or More Races</b>	93.6	94.4	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	98.0	88.6
<b>English Learners</b>	50.0	73.3	56.7
<b>Students with Disabilities</b>	84.4	73.9	67.1
<b>Foster Youth</b>	50.0	33.3	74.1

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.4	3.3	2.0	4.7	5.2	4.3	3.7	3.7	3.5
<b>Expulsions</b>	0.1	0.3	0.2	0.4	0.6	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Del Oro High School, in conjunction with the Placer Union High School District, the Placer County Sheriffs Department, and local agencies, has adopted a comprehensive safety plan. Key elements of the plan include warning signals to indicate evacuation or school lockdown. Teachers receive training in each of the above scenarios. Each classroom has an Emergency Preparedness Manual with instructions for treatment of potential emergencies, an emergency bag, a map, and evacuation plans. We have established programs to identify at-risk students and those needing counseling or support. In addition, our auto-dialer phone system can quickly contact parents/guardians of any safety issues that may arise at school. The safety plan is updated annually and continually and reviewed by both staff and students at the beginning of the school year under the direction of Assistant Principals Nick Zerwas and Chelsy Nauman.

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

Subject	2015-16				2016-17				2017-18			
	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+
<b>English</b>	30.0	5	8	20	31.0	2	12	15	29.0	4	14	15
<b>Mathematics</b>	30.0	2	11	18	29.0	4	16	15	33.0	1	10	20
<b>Science</b>	30.0	1	16	7	29.0	2	18	5	30.0		17	6
<b>Social Science</b>	33.0	2	6	22	32.0	2	9	18	32.0	2	8	19

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	4	425
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	2.4	N/A
<b>Social Worker</b>	1.31	N/A
<b>Nurse</b>	.61	N/A
<b>Speech/Language/Hearing Specialist</b>	1.22	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,411	\$1,338	\$8,073	\$74,715
District	N/A	N/A	\$9,415	\$75,972
Percent Difference: School Site and District	N/A	N/A	-15.3	-1.7
State	N/A	N/A	\$7,125	\$79,496
Percent Difference: School Site and State	N/A	N/A	12.5	-6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Title I, II, III, IV, and V, School Improvement Program, Economic Impact Aid - English Learner, Tier III Funding, Carl Perkins Act, Special Education, CTIG

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,854	\$48,783
Mid-Range Teacher Salary	\$67,995	\$80,177
Highest Teacher Salary	\$93,554	\$104,535
Average Principal Salary (Elementary)	\$0	\$128,506
Average Principal Salary (Middle)	\$0	\$154,350
Average Principal Salary (High)	\$140,433	\$133,486
Superintendent Salary	\$218,828	\$181,868
Percent of Budget for Teacher Salaries	32.0	32.0
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/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	5	N/A
All courses	16	18.6

Cells with N/A values do not require data.

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

### **Professional Development (Most Recent Three Years)**

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The focus of all professional development is improved student achievement. Our annual focus is developed in a collaborative manner, with Curriculum and Instruction Mentors, Department Chairs, as well as District Office personnel's input, with an overriding emphasis on Quality Schools, and Professional Learning Communities (PLC). Student achievement data such as standardized assessments (ELO's), graduation rates, and subject matter formative assessments give direction to our plan as well as an emphasis on new teacher support. The annual number of full or partial school days dedicated to staff development for the most recent three-year period is two (2). We are currently reviewing our grading practices and a growing number of teachers are being trained to ensure grading equity.