

Gonzales High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gonzales High School
Street	501 Fifth Street
City, State, Zip	Gonzales, CA 93926
Phone Number	(831) 675-2495
Principal	Mr. Julius Purnsley
Email Address	jpurnsley@gonzales.k12.ca.us
Website	www.gonzalesusd.net
County-District-School (CDS) Code	27754732730885

Entity	Contact Information
District Name	Gonzales Unified School District
Phone Number	(831) 675-0100
Superintendent	Yvette Irving
Email Address	yirving@gonzales.k12.ca.us
Website	www.gonzalesusd.net

School Description and Mission Statement (School Year 2019-20)

The GUSD vision is that the students of Gonzales Unified School district are the most precious resource of our community. We believe that by building strong relationships among all stakeholders, providing relevant 21st Century learning and fostering a nurturing school climate, ALL of our students will succeed and thrive.

It is our mission to:

- Make all school and district decisions based on the best interests of our students.
- Provide all students with a rigorous, dynamic, and innovative curriculum with diverse learning opportunities.
- Ensure that each school is safe, healthy, caring and conducive to learning.
- Recognize and celebrate each student's individual talents and accomplishments.

Gonzales High School (GHS) is committed to carrying out the vision and mission of the district. We are a 4-year comprehensive high school with a student population of approximately 868 students. At GHS our graduation rate has been consistently well above the state and national average for many years. There are many contributing factors not the least of which is the unique Gonzales community and culture. All students create five-year plans during the last semester of 8th grade to assist them in focusing and planning for college and career. These plans are revisited every year, one-on-one with a school counselor and adjusted based on student performance, interests and aspirations. Students have been able to participate in career interest surveys that help them identify their strengths and interests and this data will help us to plan for future academic programming and enrichment opportunities.

GHS has successfully transitioned to Common Core in Math and Language Arts with the adoption of new curriculum, the creation of curriculum guides and common assessments for progress monitoring and end of quarter benchmarks. We have a dedicated ELD curriculum targeting our Long-Term English Learners. This academic year our Science department is piloting new curriculum aligned to the Next Generation Science Standards.

Our Career Technical Education Department has achieved A-G alignment for 100 percent of its course offerings, over half of which have been integrated in core subject areas such as science and fine arts. Students in the agriculture pathways participate in a student leadership organization called Future Farmers of America (FFA). The Gonzales High School FFA Chapter is ranked in the top 10% of all the state chapters. Career Technical Education pathways continue to be strengthened and aligned with industry demand and post-secondary options. Recently, a College and Career Readiness Coordinator was hired to enhance college and career pathways district-wide.

While we focus on effective interventions, we also invest time and training into expanding our Advanced Placement offerings as well as increasing dual enrollment college courses at Gonzales High School. Athletics and other extracurricular clubs are in abundance at GHS and provide our students with motivation and experiences that help prepare them not only for graduation but for life. The Gonzales Youth Council has student representatives from Fairview Middle School and Gonzales High School who represent and inform Gonzales youth on issues affecting our entire community. Three Gonzales Youth Council ambassadors have been selected this academic year who serve on both the city council and school board alongside elected officials.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	227
Grade 10	231
Grade 11	177
Grade 12	182
Total Enrollment	817

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	0.1
Filipino	0.4
Hispanic or Latino	96.7
White	2.1
Two or More Races	0.1
Socioeconomically Disadvantaged	80.9
English Learners	20.1
Students with Disabilities	7.3
Homeless	7.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	38	30	89
Without Full Credential	3	3	7	15
Teaching Outside Subject Area of Competence (with full credential)	1	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	3	1	0
Vacant Teacher Positions	0	3	1.5

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 2019-20)

Year and month in which data were collected: July 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts 2003 Courses 3-6 grades 9-12; High Point Basic: Hampton-Brown Edge Reading Writing and Language, Levels A & B grades 9-12; Scholastic Read 180/S44 NG 2012 Gr 9-12. Houghton Mifflin Harcourt English 3D 2016	Yes	0
Mathematics	Prentice Hall CA Algebra I 2009; Prentice Hall CA Algebra 2 2004; Prentice Hall CA Geometry 2004; South- Western Busines Math 16th Edition 2006; Key Curriculum Press Pre- Calculus w/Trigonometry 2007; Key Curriculum Press Calculus 2005.	Yes	0
Science	Holt CA Environmental Science 2006; Glencoe CA Biology 2007; AGS Biology Cycles of Life 2006; Glencoe/McGraw Hill CA Earth Science 2007; McGraw Hill AP Environmental Science Global Concern 2007; Holt CA Chemistry 2007; Prentice Hall Conceptual Physics 2009; Prentice-Hall Giancoli Physics 5th Edition 1998; Prentice Hall Introduction To Veterinary Science: Delmar 2005 Delmar Cengage Learning Plant / Soil Fund 2010 Delmar Cengage Learning Sports Med/ Atl 2011	Yes	0
History-Social Science	Glencoe/McGraw Hill World History 2005; Prentice Hall U.S. History 3rd Edition 2000; Bedford St. Martins America's History (AP) 8th Edition 2014; Glencoe/McGraw Hill U.S. Government 2008; Glencoe/McGraw Hill Economics Today & Tomorrow 2005; Pearson/Prentice Hall American Government Continuity & Change 2006	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	McDougal Littel En Espanol 1 & 2 2004; Holt Nuevas Vistas 2006; Pearson Sendas Literarias 2005 Pearson AP Realidades 2011 Pearson Autentico 2018	Yes	0
Health	Prentice Hall Health 2007; Princeton Health Press LifeSkills Curriculum Training 2004	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	All equipment as needed	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Gonzales High School on an annual basis in accordance with Education Code 17592.72(c)(1). Gonzales High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent inspection took place this July 2018. The Monterey County Office of Education Team visited Gonzales Unified School District on September 4, 2018, and reviewed the District's William's Act Facility Inspection Tool (FIT) Report.

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

Year and month of the most recent FIT report: July 2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	41	46	28	29	50	50
Mathematics (grades 3-8 and 11)	12	9	15	17	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	167	98.24	1.76	46.11
Male	74	72	97.30	2.70	38.89
Female	96	95	98.96	1.04	51.58
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	45.40
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	146	144	98.63	1.37	45.14
English Learners	49	48	97.96	2.04	12.50
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	13	13	100.00	0.00	23.08
Foster Youth					
Homeless	11	11	100.00	0.00	27.27

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	167	98.24	1.76	8.98
Male	74	72	97.30	2.70	9.72
Female	96	95	98.96	1.04	8.42
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	166	163	98.19	1.81	8.59
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	146	144	98.63	1.37	5.56
English Learners	49	48	97.96	2.04	6.25
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Foster Youth					
Homeless	11	11	100.00	0.00	18.18

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Before the beginning of the freshman year, students meet with the counselor to discuss their four year plan and are introduced to GHS 's Career Technical Education programs and electives. Counselors meet with the students at least twice each subsequent year to revise their academic plan, as needed. Careers Technical Education pathways are offered in the areas of Patient Care (Sports Medicine), Education, Ornamental Horticulture, Agriculture Mechanics, Agriscience, Computer Science, and Media Arts.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	194
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.94
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	37.56

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	24.3	32.7	26.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents are encouraged to be involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Committees include School Site Council/English Learner Advisory Council, Migrant Parent Advisory Committee, and District English Learner Advisory Committee. Parents stay informed on upcoming events and school activities through Connect Ed phone calls, the school marquee, Cafecitos, Aeries parent portal, and the school website. School Activities Include: Back to School Night, Grade Level Parent Nights, Alumni Events, Sports Events and Banquets, Music programs, Award Breakfasts or Award Nights and CTE program events.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0.6	1.2	1	2.7	2.7	1.4	9.7	9.1	9.6
Graduation Rate	97.7	95.2	97	94.7	90.3	94.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.2	4.4	5.9	4.9	5.8	4.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Gonzales High School's mission is to provide our students the opportunity to develop into mature, responsible, respectful, and productive citizens who possess the necessary skills to be successful in post-secondary education and the world of work. The staff at Gonzales High School are trained in social-emotional well-being, positive reinforcement, and emergency response procedures and protocols (Alert-Lockdown-Inform-Counter-Evacuate or ALICE). Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Gonzales High School promotes educationally and psychologically healthy environments for all children and youth. Gonzales High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents, and the community. Gonzales High School further recognizes that safe school practices make a major contributions to academic and school improvement efforts. The Gonzales High School Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in on-line and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to GHS staff through the Instructional Council, Thursday department PLC's, staff development meetings and School Site Council/ELAC meetings on an annual basis.

Using survey data from staff and students we developed 3 goals to work toward that were seen as priorities by all stakeholders. The three main goals are: Build and support a community of Kindness, Tolerance, and Respect.

Improve the cleanliness of facilities and maintain appearances. Work together with all stakeholders to improve attendance in the area of tardies.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	7	16	7	24	16	17	5	23	19	18	5
Mathematics	20	4	3		26	7	16	6	27	7	19	9
Science	24	3	16		25	5	15	3	25	2	21	
Social Science	29	2	15	2	26	7	8	6	27	3	13	5

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	408.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.33
Psychologist	.6
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.6
Other	.33

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7885	1222	6663	77959
District	N/A	N/A	9205	75870
Percent Difference - School Site and District	N/A	N/A	-32.0	2.7
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-11.9	6.6

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 2018-19)

Gonzales High School administers Math and Language Arts diagnostics to all incoming 8th graders so that students are placed according to their needs and interests. Read 180 serves struggling readers and Newcomers as a 2 period Intervention Course. GHS also provides Intensive Language Arts 1 and 2, both A-G approved, as hybrid courses that provide additional support for struggling readers. Long Term English Learners are placed into a designated ELD 3 course in addition to their grade level Language Arts to address their special needs. WE have also offered a Transitional Writing class in prior years to support students transition from Read 180. Integrated Math was adopted in 2014-2015 and has been fully implemented as of 2016-2017 with the addition of Integrated Math III (MVP) GHS offers Integrated Math 1A and B for students who struggle with the content and pace of Math I as evidenced by either the diagnostic exam or performance. Students in these intervention classes are provided additional support with after school and Saturday tutoring and the use of Math XL to help strengthen any skill gaps they might have. In 2016-2017, GHS is on a 5 day 6 classes a day schedule with no homeroom or blocks. Staff agreed to dedicate Thursdays for providing the student with interventions based on the previous week's performance data. Students work with teachers reviewing AERIES gradebook to complete missing assignments, participate in re-teach /enrichment lessons and social-emotional activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,102	\$46,208
Mid-Range Teacher Salary	\$73,193	\$72,218
Highest Teacher Salary	\$104,682	\$92,742
Average Principal Salary (Elementary)	\$115,503	\$134,864
Average Principal Salary (Middle)	\$128,100	\$118,220
Average Principal Salary (High)	\$134,387	\$127,356
Superintendent Salary	\$185,807	\$186,823
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	4	10.2

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. Professional development activities at Gonzales High School center on the California Common Core State Standards and Frameworks. Professional development activities support adoption of new curriculum, implementation of new programs and focused improvement of current practices. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. GHS provides professional development to teachers that specifically supports instructional outcomes for all students with an emphasis on our English Learners with the goal that all will achieve proficiency. We are committed to ensuring that all EL's have access to intellectually rich and comprehensive curricula and will meet the challenging grade level and graduation standards. Teachers have completed GLAD training which has provided a wide assortment of instructional strategies to assist English Learners (ie. academic vocabulary, discussion starters, sentence frames, engagement strategies, etc.). Our school employs an Academic Coach that provides supports in the classrooms and works in a partnership that focuses on the process of learning. The coach provides support to the principal and school staff in data analysis and professional development decision-making.