Waterford High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Waterford High School
Street	121 South Reinway Ave.
City, State, Zip	Waterford, CA 95386-9629
Phone Number	(209) 874-9060
Principal	Peggy Herndon
Email Address	pherndon@waterford.k12.ca.us
Website	https://www.waterford.k12.ca.us/o/waterford-high-school
County-District-School (CDS) Code	50755725030259

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Waterford Unified School District
Phone Number	209-874-1809
Superintendent	Dr. Don Davis
Email Address	DonDavis@waterford.k12.ca.us
Website	http://waterford.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Waterford High School (WHS) is well known throughout the Central Valley for consistent gains in student achievement. In fact, WHS has the highest four-year growth in academic performance of any comprehensive high school in California. In 2007, WHS was named a California Distinguished School. The students at WHS received the Title I Academic Achievement Award presented at the state Title I conference in May 2006 and 2007. WHS was the first high school in the region to reach and surpass the state target of 800 (2008). In the 2016-2017 school year, Waterford High School received the Gold Ribbon Award and Title I Academic Achievement Award. These awards are some of the most prestigious award school can earn in the state. WHS offers a diverse catalog of courses. Students may explore the Arts, Music and Drama. Students can also enroll in Advanced Placement and Career Technical courses.Our biggest challenge is sustaining academic growth over time. Our mission to engage, empower, and encourage students in a comprehensive education using creative instruction and challenging curriculum requires each person (teacher, student, parent, and administrator) to strive daily to do their best. Thank you for taking time to review our School Accountability Report Card. We hope the information in this report will give you a better understanding of our educational program and the level of student achievement at our school. The faculty and staff at Waterford High School believe that all of our students can succeed in school. Each year teachers receive training to improve their teaching techniques, and, as a result, we have seen improvements in the academic performance of our students.High school should be a time of academic skill development, social maturation, and preparation for adult life. Our goal is to provide a quality educational program for all students. A rich and rewarding four-year experience is available here at Waterford High School; we want every student to make the most of this opportunity.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	163
Grade 10	157
Grade 11	137
Grade 12	166
Total Enrollment	623

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.6
Asian	0.5
Filipino	0.3
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.3
White	33.7
Two or More Races	0.8
Socioeconomically Disadvantaged	77.5
English Learners	18.1
Students with Disabilities	19.1
Foster Youth	0.2
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	27	25	88
Without Full Credential	4	3	4	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0.2	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: May 2020

The District continuously performs needs assessments for curriculum needs. At the end of May, the District collects information of student material needed for the upcoming year to ensure all instructional materials arrive on time for the next school year.

AP English - LaunchPad for The Language of Compositions (Six-Use Online), McMillan Learning (2013)

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections 2017	Yes	0%
Mathematics	Math Vision Project-2014; Calculus of a Single Variable 2003; Applying Reasoning and Measurement 2001; Pre-Calculus with Limits 2002.	Yes	0%
Science	HOLT Physics-2007; Conceptual Physics 2011; Holt Chemistry 2007; Biology 6th Edition 2002; Earth: Geology, the Environment and the Universe 2005; Agr. Science Fundamentals and Applications 2003	Yes	0%
History-Social Science	US Gov't Democracy in Action: 2002; American Odyssey, US in the 20th Century 2002; American History 2007; The Americans, Reconstructiona to the 21st Century 2007; Connections to Today: The Modern Era 2001.	Yes	0%
Foreign Language	Mundo-2002; Dime Uno 2001; Dime Dos 2001 Spanish Textbook - Manual de Gramatica y Ortografia para Hispanos, 1st Edition, University of Texas at Bownsville (2003) Spanish Textbook - Abriendo Paso Temas y Lecturas, Pearson Prentice - Hall (2013)	Yes	0%
Health	Health (St. Reqs.)-2001 & Positive Prevention Plus 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Introduction to Horticulture (6th Ed.); Agricultural Mechanics (6th Ed.); 2014 Drama - Basic Drama Project, By Fran Averett Tanner, Ph.D., Perfection Learning (2015) Gardner's Art Through the Ages, 15th Edition, Cengage Learning (2016)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Ongoing replacement of science and laboratory equipment	Yes	0%

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

School Facility Conditions and Planned Improvements

Our main building was constructed in August 2001, so it is still rather new and in very good condition. All school buildings have working heating and cooling systems. Our custodial staff cleans and maintains all of our facilities daily. Currently, there are no trailer type portable classrooms at WHS. Our athletic facilities and fields are well-maintained and provide an opportunity for our students to compete in a wide variety of sports. A project to improve functionality at the school farm was completed in 2011–2012. Construction on a Pole Barn began in the summer of 2013 and was completed in the Fall of 2013. A new shop area was constructed in the summer of 2014. It includes a metal canopy with workstations and electrical connections for different types of welding and metal work. Fencing was completed on 2017-18.

School Facility Good Repair Status
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 24, 2020

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	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	74	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	34	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Students have the opportunity to complete a series of courses that meet the requirements for admission to a UC/CSU university. In addition, students have the opportunity to complete CTE pathways in Agricultural Science, Agricultural Mechanics, Child Development, and Business Technology.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	285
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	41.22

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

We urge parents to become involved in our campus and school committees. Parents participate on our School Site Council, our English Language Advisory Committee, The Waterford Boosters Club, Waterford High School Ag Boosters, the Waterford Education Foundation, and the Waterford Agricultural Advisory. We also have an Education Foundation that provides local scholarships. The Waterford Agricultural Boosters was also developed in 2017-18, which has given a great boost to engage parents in school activities.   Parents may contact our office for more information on these organizations. This academic year, 2020-21, we have implemented parent-forums where parents can come and learn the new trends that students are learning. The forums are based on social media and the use of smokeless tobacco and vaping.

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 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
Dropout Rate	7	3.5	4.7	7.2	4.2	5.8	9.1	9.6	9
Graduation Rate	87.8	94.7	87.8	84.8	88.7	88.4	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.9	8.5	2.9	3.7	3.5	3.5
Expulsions	0.3	0.5	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	37	83	
Expulsions	0	2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our administration, director of operations, and campus resources staff monitor school grounds to ensure that our campus is safe. We supervise facilities from before school begins until after school ends. Teachers help with morning supervision. Waterford High School is a closed campus. Visitors must check in at the front office. Students are required to remain on campus all periods of the day and during the break and lunch periods. Students who have a work experience or Regional Occupational Program placement are permitted to leave campus. Sheriff Deputies provide added security at home football and basketball games.WHS has a School Safety Plan that addresses our school's specific safety needs. We maintain a closed campus and check facilities, grounds, and equipment regularly for any problems.

During the 2017-18 school year, the safety team determined the need to extend the metal fence in front of the school to secure all entrances directly from the front parking lot. The fence has now enclosed the campus all around and there are no open entries during school hours. All staff, students, and visitors are to check-in a the office as that is the only entry to school campus.

To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The system also checks all visitors for individuals who are on the online system for Megan's Law.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	20	18	10	4	21	15	14	4	19	15	14	4
Mathematics	23	13	5	7	21	14	5	9	19	11	7	7
Science	23	7	7	4	24	7	5	7	21	8	4	7
Social Science	22	10	5	5	22	9	6	5	18	10	11	1

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	566.4

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,148.88	$252.49	$633.84	$72,403.41
District	N/A	N/A	$7,251.10	$79,693
Percent Difference - School Site and District	N/A	N/A	-167.8	-6.4
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-168.9	-0.8

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

Types of Services Funded (Fiscal Year 2019-2020)

Because Waterford High School has a high percentage of low-income students, the school receives federal Title I funds. These funds are used to provide supplementary services, such as math support, Credit recovery in English Language Arts and World History, Lower class sizes in freshmen English, and technology purchases to enhance teaching and learning.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,543	$47,145
Mid-Range Teacher Salary	$77,376	$74,952
Highest Teacher Salary	$99,218	$96,092
Average Principal Salary (Elementary)	$117,489	$116,716
Average Principal Salary (Middle)	$117,489	$120,813

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$126,110	$131,905
Superintendent Salary	$182,675	$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	8	15.7

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	11

Most of our onsite staff development focuses on teaching techniques as they relate to our instructional goals. The principal also refers teachers to content-specific workshops in the subjects they teach. One focus of staff development in 2019-20 was Student Interaction and TAPPLE training. We show our commitment to staff development by reviewing and practicing instructional strategies at each faculty meeting. We also conduct learning walks where teachers and administrators visit classrooms to observe instructional practices at work.