

# Analy High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Analy High School
<b>Street</b>	6950 Analy Ave.
<b>City, State, Zip</b>	Sebastopol, CA 95472
<b>Phone Number</b>	(707) 824-2314
<b>Principal</b>	Raul Guerrero
<b>E-mail Address</b>	rguerrero.ahs@wscuhsd.k12.ca.us
<b>Web Site</b>	www.analyhighschool.org
<b>CDS Code</b>	49 70607 4930400

<b>District Contact Information</b>	
<b>District Name</b>	West Sonoma County Union High School District
<b>Phone Number</b>	(707) 824-6412
<b>Superintendent</b>	Dr. Steven Kellner
<b>E-mail Address</b>	skellner.do@wscuhd.k12.ca.us
<b>Web Site</b>	www.wscuhd.k12.ca.us

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

The geographic and symbolic heart of Sebastopol, CA, Analy High School is located on the beautiful Laguna de Santa Rosa and gateway to the coast, about an hour north of San Francisco. One of two comprehensive high schools in the West Sonoma County Union High School District, Analy is located in a town of approximately 8,000 people which spans through small farms; open land; vineyards, and dairy land. Many Analy parents choose to raise their families in the rural community while commuting to their jobs in the Bay Area. A progressive, diverse community, Analy embraces a tradition of academic excellence in a safe and positive learning environment. The Analy High School community and alumni are proud to lend their unwavering support to over 100 years of excellence. In a desire to seek the best education opportunities available for their students, 25% of our student population attend Analy on inter district transfers. In addition to community support, Analy High School proudly recognizes our in house, parent support groups which include: Band Wagon, Ag Boosters, Education Foundation, and Athletic Boosters. Analy High School offers a wide variety of elective programs based on student interest. 45% of Analy High School graduates choose to continue to higher education at a four year college or university while others choose to attend Santa Rosa Junior College and transfer to the college or university of their choice from the Junior College. A quarter of Analy students participate in the Advanced Placement Program with an overall pass rate of over 72%; many of these students take Honors Courses in preparation for the rigorous, college level, Advanced Placement Courses. Recognizing that many of our students have career interests beyond the classroom, Analy High School is in the process of creating CTE Pathways to address academic and career readiness requirements at graduation. Administered to all 11th grade students, Analy High School students represent some of the best pass rates in the County for the CAASPP (California Assessment of Student Progress and Performance) in English and Math; 85.94% of all juniors met or exceeded standards in English and 45.1% of juniors met or exceeded standards in Math during the 2016-2017 testing cycle. Our "Expected Student Learner Outcomes" (ESLR's) - "Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity/Social Personal Responsibility" are born out of a desire to create a well rounded student and lifelong learner.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	300
<b>Grade 10</b>	296
<b>Grade 11</b>	276
<b>Grade 12</b>	328
<b>Total Enrollment</b>	1,200

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	0.6
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.2
White	72.6
Two or More Races	3.3
Socioeconomically Disadvantaged	20.7
English Learners	2.4
Students with Disabilities	10.3
Foster Youth	0.2

**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	64	64	57	120
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	4

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>Mathematics</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>Science</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>History-Social Science</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>Foreign Language</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>Health</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%
<b>Visual and Performing Arts</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	No	
<b>Science Laboratory Equipment (grades 9-12)</b>	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website at: <a href="http://wscuhd.k12.ca.us/about-wscuhd/">http://wscuhd.k12.ca.us/about-wscuhd/</a>	Yes	0%

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

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in “exemplary” condition.

Although the school site was rated exemplary, efforts of our school district community, a bond was successfully passed in November of 2010 to modernize the West Sonoma Union High School District campuses.

There are no active projects as all projects on the bond list for this campus have been completed. The District is currently investigating another bond measure to take care of routine maintenance needs throughout the district.

**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: 1/19/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: 1/19/18				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	81	85	73	76	48	48
Mathematics (grades 3-8 and 11)	56	45	44	41	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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	259	98.48	85.33
Male	128	126	98.44	84.92
Female	135	133	98.52	85.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	80.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	199	99	86.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	65.91
English Learners	15	15	100	66.67
Students with Disabilities	25	23	92	56.52
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	258	98.1	44.57
Male	128	125	97.66	50.4
Female	135	133	98.52	39.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	42	95.45	23.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	198	98.51	48.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	25
English Learners	15	15	100	33.33
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.

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

Subject	Percent 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)	77	73	71	70	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.

## Career Technical Education Programs (School Year 2016-17)

In addition to providing a challenging academic program, Analy High School also offers a strong vocational program. Through the creation of a 7 period day, we have been able to offer our students the rigors of UC requirements and a practical connection between the educational experience and essential requirements of the “work world”. During the 2015-2016 school year, students entered Career Technical classes such as: Auto Shop, Video, Advanced Ag, Advanced Foods, Graphic Arts and Computer Programming. These classes allow students to enrich their academic skills by also providing them the practical connection to the everyday work world and the skills they will need to be successful after graduation.

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

Measure	CTE Program Participation
Number of pupils participating in CTE	779
% of pupils completing a CTE program and earning a high school diploma	12.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86.6%

### 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	97.11
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	50.79

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.1	21.2	58.4

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for parent involvement at Analy High School include -

Analy Athletic Booster Club: Board President – Erica Vogel 707.775.1830  
 Analy Education Foundation: President – Kellie Seringer 415.867.5722  
 Analy Band Wagon: President – Denise Zukowski 707.228.6066  
 Analy Ag Boosters: President - Byron Wilson 707.326.2660



## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.7	0.7	0.9	5	4.6	5.9	11.5	10.7	9.7
Graduation Rate	96.55	97.66	97.83	90.56	91.24	91.34	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	97.84	90.47	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	60	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.31	88.76	84.58
Native Hawaiian/Pacific Islander	100	50	86.57
White	97.57	89.9	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	90.18	85.45
English Learners	40	40	55.44
Students with Disabilities	76.67	64.91	63.9
Foster Youth	100	66.67	68.19

## 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	2.6	4.1	4.5	3.6	4.9	4.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

The Compliance School Safety Plan was last updated Fall of 2017. it will be updated again the Fall of 2016. A committee of administrators, teachers, parents, classified staff and students developed this plan and the plan is reviewed every year by the police and our Site Council. Fall 2017 updates included:

- Data from the latest California Healthy Kids Survey was used to address student concerns and needs regarding depression and suicide statistics.
- The staff and students participated in OCR, district wide lessons for addressing what harassment means and how to prevent harassment of any type on campus.
- The staff received an OCR district training for handling harassment allegations
- Added parent education and outreach examples regarding drugs, alcohol, cyber safety and digital citizenship.
- Revamped and updated our emergency evacuation procedures
- Our staff has received District provided training on how to identify students that may be "under the influence".

Additionally, our administrative team works diligently to provide a safe campus for all. We have a long term, sustained, relationship with Sebastopol Police Department, the station is nearby and they are quick to respond to our needs. Our Principal and Police Chief meet once every couple of months to discuss the safety of the campus and any local issues that need to be addressed. Through a state grant, AHS also provides a Drug/Alcohol counselor on staff.

Analy is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus. In order to assist with a safe campus, teachers rotate campus supervisions on a regular basis.

The school has taken several steps to make the campus more secure. These steps include: Utilization of security badges for faculty and staff, check in procedures for campus visitors, developing and practicing emergency procedures for “intruder on campus” (in coordination w/ the local police department) drills, fire drills, earthquake drills, and shelter in place drills. Our campus also maintains multiple security cameras.

## 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		Not in PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	13	38	3	24	13	38	3	25	12	33	5
Mathematics	27	9	25	12	23	7	13	2	23	6	4	3
Science	29	1	31	5	30	1	23	8	30	1	18	13
Social Science	31	1	22	19	29	2	31	10	31	2	16	20

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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	306
Counselor (Social/Behavioral or Career Development)	.88	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.16	N/A
Speech/Language/Hearing Specialist	.11	N/A
Resource Specialist		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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,130	\$884	\$6,246	\$62,680
District	N/A	N/A	\$8,743	\$69,214
Percent Difference: School Site and District	N/A	N/A	-33.3	-9.9
State	N/A	N/A	\$6,574	\$77,535
Percent Difference: School Site and State	N/A	N/A	-5.1	-21.2

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

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

- English Language Learners Education (ELL)
- LCAP Funding Grant to engage parents and students through AHS Site Council
- Agricultural Grant
- Grant for Drug and Alcohol Counselor
- Educator Effectiveness Funding for Staff Development
- CTE Grant

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,168	\$46,060
Mid-Range Teacher Salary	\$63,855	\$70,769
Highest Teacher Salary	\$81,025	\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$117,947	\$127,576
Superintendent Salary	\$160,000	\$170,379
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	6%

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)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	5	N/A
Social Science	4	N/A
<b>All courses</b>	<b>14</b>	<b>22.6</b>

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 district provided two Staff Development days that did not include student participation. Additionally, our site offers two (2) Common Planning Time (CPT) days per week which allow individual departments to meet to develop curriculum, plan common lessons and assessments, and collaborate interdepartmentally. Our certificated staff is encouraged to attend conferences and various programs that are offered for which funding is made available through the Educator Effectiveness Grant.