

Trinity High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Trinity High School
Street	321 Victory Lane
City, State, Zip	Weaverville, CA 96093
Phone Number	530.623.6104 x206
Principal	Robert Anderson
E-mail Address	banderson@tausd.org
Web Site	trinitywolves.org
Grades Served	9-12
CDS Code	53-76513-5337456

District Contact Information	
District Name	Trinity Alps Unified School District
Phone Number	530.623.6104
Superintendent	Tom Barnett
E-mail Address	tbarnett@tausd.org
Web Site	www.tausd.org

School Description and Mission Statement (Most Recent Year)

Mission Statement

The Trinity High School Community will provide an education modeled on state standards, as well as a safe educational environment, which promotes student self-worth, responsible citizenship and critical thinking skills necessary for productive, meaningful participation in a global society.

Principal's Message

The School Accountability Report Card (SARC) is provided to inform our community about our school, its program, and progress. It gives general information on student achievement, discipline, academic programs, and services. Parents and community members are encouraged to visit Trinity High School and participate in school activities and committees. If you have any questions about this SARC or would like more information about Trinity High School, please call (530) 623-6127.

EXPECTED SCHOOLWIDE LEARNING RESULTS

All Trinity High School students will:

- Demonstrate competency in course and State Standards for all areas of study. This will include analysis, synthesis, and implementation of information and skills.
- Learn and work as an individual and a group member in a variety of contexts in preparation for future endeavors.
- Demonstrate effective organizational and communicative skills.
- Develop and apply technological skills appropriate to each curricular area.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	74
Grade 10	79
Grade 11	73
Grade 12	84
Total Enrollment	310

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	4.2
Asian	0.6
Filipino	0.3
Hispanic or Latino	6.1
Native Hawaiian or Pacific Islander	0.3
White	75.5
Two or More Races	11.9
Socioeconomically Disadvantaged	56.8
English Learners	1
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	19.18	19	39.11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.8	3.2
All Schools in District	95.0	5.0
High-Poverty Schools in District	95.0	5.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 1/2014

Students are provided with current textbooks that meet our State and district standards. Textbooks are regularly replaced in accordance with the State textbook adoption cycle. Ample funds are available to staff to provide current and relevant instructional and supplemental materials. All State-adopted textbooks are reviewed and selected by the chairperson of each department. The Board of Trustees must approve each book selected.

The District is holding off on purchases as we wait for the state adoption of Common Core Materials

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Classes offered in the visual and performing arts include drama, photo, music, and art.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, Glencoe Adoption Year 2007 English, Springboard Adoption Year 2012	Yes	0%
Mathematics	Integrated Math, Carnegie Learning Adoption Year 2013 Integrated Math, CPM Adoption Year 2014 Geometry, Glencoe/McGraw Adoption Year 2009 Algebra 2: Applications, Equations, and Graphs, McDougal Littell Adoption Year 2006 Pre-Calculus, Houghton Mifflin Adoption Year 2007 Graphic, Numerical, Algebraic Adoption Year 2007 Statistics, Modeling the World Adoption Year 2007	Yes	0%
Science	Concepts and Applications, Brooks/Cole Adoption Year 2003 Physical Science, McGraw-Hill Adoption Year 2002 Chemistry, Houghton Mifflin Adoption Year 2000 Physics, John Wiley and Sons Adoption Year 2006	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History: Modern Times, Glencoe Adoption Year 2006 Modern Times: The American Vision, Glencoe Adoption Year 2006 Economics, Principles in Action, Prentice Hall Adoption Year 2001	Yes	0%
Foreign Language	Realidades A and B Prentice Hall Adoption Year 2007	Yes	0%
Health	Health Glencoe 2008	Yes	0%
Visual and Performing Arts	N/A	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are proud of the neat and clean appearance of our campus. Trinity High School was constructed in 1970. The school is well maintained and in good Condition for its age. Our grounds and custodial staff are on duty from 7:00 a.m. until 11:00 p.m. so that our classrooms and our school grounds are clean, safe, and are a pleasant place to meet and learn. Our large high school campus and classrooms are designed to facilitate instruction and student learning.

A geothermal HVAC heating and air conditioning system was installed campus wide in 2002 providing our students with a climate controlled learning environment.

Our hardworking instructors provide Trinity High School students with a curriculum that meets or exceeds the California Standards for each subject taught. They are dedicated professionals who often volunteer their time to provide students with personal assistance with their assignments.

Our school is an important part of the community. The school is a hub of a variety of activities including athletic competitions thru the Rec. Department, Shasta Community College classes, Community meetings and events.

We maintain a close connection with businesses and law enforcement and share information about students' crimes and truancy. Most areas on our campus are well monitored by faculty and staff, and a video surveillance system.

We take pride in our sports programs and facilities and provide quality equipment for use by our coaches and athletes.

Our library is well stocked with materials relevant to the curriculum provided by our instructors. Many books and magazines are readily made available to students each day. Our library also houses a computer lab to facilitate internet research, and lessons and assignments that require word and data processing. Chrome books are also provided in most classrooms to aid in students assignments.

Our students are enabled to participate in a wide variety of athletic activities as a result of the two baseball fields, a softball field, a gymnasium which houses a regulation sized basketball court, a football field, a track, and a soccer field located on our campus.

We have started the process in the modernization of our school in hopes of completing in the next 5 years to bring the campus up to date, along with the building of a new life skills classroom.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Interior surfaces are aged and in need of repair. The District plans to remodel interior surfaces with a modernization project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Overall, the campus is clean and neat.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Restrooms are aged and in need of repair. The District plans to remodel restrooms with a modernization project.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 02/13/2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	42	42	44
Mathematics	23	32	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	66	57	86.4	35	16	25	18
Male	11		31	47.0	42	23	23	6
Female	11		26	39.4	27	8	27	31
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Hispanic or Latino	11		2	3.0	--	--	--	--
White	11		45	68.2	33	13	29	18
Two or More Races	11		10	15.2	--	--	--	--
Socioeconomically Disadvantaged	11		33	50.0	42	15	27	6
Students with Disabilities	11		8	12.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	66	56	84.8	39	30	20	4
Male	11		30	45.5	37	37	17	3
Female	11		26	39.4	42	23	23	4
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Hispanic or Latino	11		2	3.0	--	--	--	--
White	11		44	66.7	39	27	23	5
Two or More Races	11		10	15.2	--	--	--	--
Socioeconomically Disadvantaged	11		32	48.5	47	31	16	0
Students with Disabilities	11		7	10.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	43	54	62	53	53	62	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	62
Male	64
Female	61
American Indian or Alaska Native	--
Hispanic or Latino	--
White	64
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	57
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Trinity High School is committed to providing students with a strong academic program that not only prepares students for further education, but also prepares them for the workforce. THS has a very active Career Technical Education Program Advisory Committee that meets regularly to review and strengthen the CTE/ROP Program. Their role is to provide leadership in and promote the development of the CTE/ROP Program as it relates to and meets the needs of the students, the community, and the public. The CTE Committee shall advise the teachers in the program, and the administration, on matters related to the program area.

Currently, the CTE/ROP courses that are approved to be offered to THS students include:

- Wood 1
- ROP Wood 2/Cabinetmaking
- ROP Construction Manufacturing
- Ag 2-3-4
- ROP Farm Power
- Intro to Ag Mechanics
- ROP Ag Mechanics
- AG Earth Science
- ROP Digital Photography
- ROP Computer Applications
- ROP Graphic Design
- ROP Digital Video
- Multimedia Design/Yearbook
- ROP Accounting

Several of the CTE/ROP courses have been approved for dual enrollment with Shasta College, and students successfully meeting established criteria could receive both high school credit and college credit for these courses. Career assessment activities are offered to every grade level. Job shadowing opportunities are also available. In addition to the CTE/ROP classes offered on the THS campus, the students have an opportunity to participate in the Shasta-Trinity ROP regional program (STROP) located off campus.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	187
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	90.58
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	41.96

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	57	69	49	54	68	57	56	58
Mathematics	56	64	68	56	60	67	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	32	33	36	33	44	22
All Students at the School	31	33	36	32	45	23
Male	45	34	21	48	34	17
Female	21	33	47	21	52	26
White	29	33	38	33	44	23
Socioeconomically Disadvantaged	38	35	27	50	42	8

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.90	28.40	34.30

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 Parental Involvement State Priority (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 (Most Recent Year)

Trinity High School offers a wide variety of curricular and extra curricular activities which can provide parents many opportunities to become directly involved in school organizations and events. These include: Classroom Volunteer, Coaching Assistant, Field Trip Chaperone, Club Assistant, Phone Calls, Dance Chaperone, Sober Grad Chaperone, Tutoring, Booster Volunteer, Athletic Event Assistant.

For more information on how to become involved, please call Jamie Green at 530.623.6127 x213

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	0.00	0.00	1.10	0.00	1.70	13.10	11.40	11.50
Graduation Rate	97.73	96.67	99.12	96.77	96.70	96.58	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.73	92.68	84.6
Black or African American			76
American Indian or Alaska Native	71.43	71.43	78.07
Asian	100	100	92.62
Filipino			96.49
Hispanic or Latino	94.12	89.47	81.28
Native Hawaiian/Pacific Islander			83.58
White	96.39	93.02	89.93
Two or More Races	111.11	110	82.8
Socioeconomically Disadvantaged	85.71	80	61.28
English Learners			50.76
Students with Disabilities	101.92	94.83	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	15.24	7.77	9.09	12.12	4.63	5.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Trinity High School must continue to set and achieve higher academic and behavioral goals annually. We must continue to improve curriculum and teaching practices. We must strive to address the needs of the multiple learning styles of students. We must continue to seek out opportunities for students to have meaningful participation in school and community service.

Students must be empowered to take responsibility for safety and well being of others. The faculty and students will continue to receive training on bullying, violence prevention, and tolerance training. We must continue to schedule drug, alcohol, and tobacco abuse prevention training, guest speakers, and assemblies for our students.

Trinity High School will examine current security measures and explore ways to improve them. We will strive to improve the supervision and the monitoring of our campus. We must continue to replace textbooks that are not standards based, in poor condition or insufficient in supply.

The School Safety Plan was last reviewed and discussed with the school faculty in January 2015. This plan is currently being revised with input from community stakeholders, including law enforcement and other outside agencies. Key elements of the plan include monthly safety drills, crisis intervention plans, and academic performance and environment.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	24	5	10		22	6	8	1	14	15	6	
Mathematics	22	7	8		19	10	6		13	15	3	
Science	19	9	5		22	5	6		17	10	3	
Social Science	23	6	8		24	4	7	2	12	15	4	

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.75	320
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	0.125	N/A
Resource Specialist	1	N/A
Other	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$14,833	\$2,770	\$12,063	\$65,181
District	N/A	N/A	\$10,680	\$64,518
Percent Difference: School Site and District	N/A	N/A	12.9	-6.2
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

A strong CTE program is being developed and articulated with ROP and the Community Colleges in the area. Teachers are available before and after school to provide extra help.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,210	\$38,953
Mid-Range Teacher Salary	\$59,430	\$57,103
Highest Teacher Salary	\$75,733	\$74,127
Average Principal Salary (Elementary)	\$90,000	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$105,000	\$97,758
Superintendent Salary	\$120,625	\$117,803
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	6%	7%

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 2014-15)

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		N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	12	1.2

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Curriculum improvement and professional growth opportunities are highly valued by the school and district. Certificated and classified teachers participate in various local and state workshops and conferences. The school and district also participate in BTSA to support our new teachers in becoming effective and dynamic educators.

During the 2013-2014 school year, the focus of our professional development was on transitioning to the Common Core State Standards (CCSS). The District has developed a CCSS Leadership Team, comprised of administrators and curriculum teacher-leaders. This team worked with a consultant throughout the school year to implement a plan to incorporate CCSS throughout all grade levels and subjects taught in the district. There were 6 minimum days set aside for teacher collaboration in transitioning to CCSS. The focus of the 2014-2015 school year is to continue a successful transition to CCSS and the Smarter Balanced Assessments.