

# Willows 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	Willows High School
Street	203 North Murdock Avenue
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6611
Principal	Shane Humphreys
E-mail Address	<a href="mailto:shumphreys@willowsunified.org">shumphreys@willowsunified.org</a>
Web Site	<a href="http://www.willowsunified.org/whs">www.willowsunified.org/whs</a>
Grades Served	9-12
CDS Code	11-62661-1132851

District Contact Information	
District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Mort Geivett, Ed.D.
E-mail Address	mgeivett@willowsunified.org
Web Site	www.willowsunified.org

**School Description and Mission Statement (Most Recent Year)**

Willows High School is a four-year comprehensive high school. It is located in Glenn County in the Northern Sacramento Valley. Willows High School is one of four schools in the Willows Unified School District with an approximate enrollment of 443.

Willows High School was granted a three year WASC accreditation in 2015 and prides itself in preparing students for several different avenues beyond high school. On the average, 40% of each class over the last five years took the SAT and 19% took the ACT as part of their preparation for higher education; the many Career Technical Education Programs offered at the school provides students options for vocational pathways.

There is a full slate of athletic teams from freshmen sports to varsity sports for both males and females to participate in at Willows High School. These include football, volleyball, swimming, tennis, basketball, wrestling, soccer, track, golf, baseball and softball. The high school is a member of the Sacramento Valley League under the direction of the Northern Section of the California Interscholastic Federation. In addition to the athletics program, there are clubs and leadership organizations such as Cultural Awareness Club, Friday Night Live, S.W.A.T. (Students Working Against Tobacco), Future Farmers of America, California Scholastic Federation, Willows High Music Club, Interact Club, Academic Decathlon, and the Spanish Club.

In a recent parent survey, the parents indicated they feel a sense of involvement, feel welcome and they support the school and its goals. There are two active parent/community support organizations, the Music Boosters and the Willows High School Boosters. Both organizations provide invaluable assistance in the operation of the athletic, academic and music programs. Each year the Willows High Boosters’ clubs donate approximately \$20,000 annually to those programs. Also, each year the parents of the seniors organize a Sober Grad Night. In addition, there are many organizations and service clubs that provide scholarships and educational grants to our deserving graduating seniors. We continue to improve and upgrade our access to the world of knowledge via computer technology and the Internet for our staff and students. We are preparing to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students’ success in mind.

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

Grade Level	Number of Students
Grade 9	127
Grade 10	118
Grade 11	90
Grade 12	99
<b>Total Enrollment</b>	<b>434</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.8
Asian	4.8
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.9
White	44.9
Socioeconomically Disadvantaged	59.2
English Learners	7.8
Students with Disabilities	10.1
Foster Youth	0.2

## 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	19	19	29	72
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	1
Total Teacher Misassignments *	0	0	1
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	97.8	2.2
All Schools in District	99.0	1.0
High-Poverty Schools in District	99.0	1.0
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: 06-04-2015

Based on requirements from the Williams Legislation, all students are to have the most current textbooks and the textbooks must be aligned to the standards. In all core curriculum areas, the most current, standards aligned textbooks have been purchased and every student has a textbook.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Language Network 9-11, Language of Literature (McDougal Littell) 9-12 Edge Reading, Writing & Language (Hampton-Brown) 101 Great American Poems & Great Short Stories by American Women (Dover) Building Real Life English Skills (National Textbook Co.)	Yes	0
<b>Mathematics</b>	Accelerated Math, Basic Mathematics (Fearon), Algebra 1, Algebra 2 (Prentice Hall), Geometry, Pre-Calculus, Calculus (Prentice Hall), CPM (College Preparatory Mathematics), Algebra (AGS), Core Connections, Integrated 1 & 2 (CPM)	Yes	0
<b>Science</b>	Biology An Everyday Experience, Science of Earth Systems, Biology Living Systems, Chemistry (Glencoe, Holt, Prentice Hall, Mosby, & AGS)	Yes	0
<b>History-Social Science</b>	AP US History, American Reconstruction, Enduring Vision, The Americans, World History Patterns of Interaction (Houghton-Mifflin & McDougal Littell)	Yes	0
<b>Foreign Language</b>	Realidades 1, 2, 3, A (Prentice Hall), Tu Mundo (Heath), The Joy of Signing (Gospel Pub. House)	Yes	0
<b>Health</b>	Human Sexuality, Nutrition & Fitness, Sports Medicine (Goodheart Wilcox & Thomson Delmar)	Yes	0

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

Willows High School Construction Dates:

Ag Building – Unit 600 - 1947

Main Building/Boiler – 200 - 1948

Garage - 1950

Ag Storage/Greenhouse 1963

Cafeteria/Gym Unit – 100 - 1965

Industrial Arts Shops – Units 400-500 - 1976

Counseling – enclosed, was a porch in 1967

Willows High School prides itself in being a safe, clean, well-kept campus. Two full-time custodians clean the school on a daily basis with the restrooms being cleaned daily. District-wide maintenance and grounds personnel are available to all schools in the district, providing well-groomed landscaping and ensuring that the facilities are always in operational order.

In 1994, all rooms in the main building had air conditioning and heating installed. The biology, chemistry, physical science, home economics, EL rooms were refurbished with state modernization funding. The library has been modernized and an 18-station computer lab and is available for student use. In addition, a new 30- station computer lab is available to all students. Just this year, the weight room has also been remodeled.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-13-2015				
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		Some minor leaks on the roof that needs repair yearly for some classrooms and cafe. Minor leaks on the kitchen roof as well as water damage to the sheet rock that is caused by the roof leak.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month in which data were collected: 10-13-2015				
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
<b>English Language Arts/Literacy</b>	45	22	44
<b>Mathematics</b>	9	12	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	88	87	98.9	14	34	33	11
Male	11	88	45	51.1	16	40	24	9
Female	11	88	42	47.7	12	29	43	14
Black or African American	11	88	3	3.4	--	--	--	--
American Indian or Alaska Native	11	88	3	3.4	--	--	--	--
Asian	11	88	4	4.5	--	--	--	--
Hispanic or Latino	11	88	45	51.1	7	44	33	9
Native Hawaiian or Pacific Islander	11	88	1	1.1	--	--	--	--
White	11	88	31	35.2	19	19	35	16
Socioeconomically Disadvantaged	11	88	61	69.3	15	36	34	7
Students with Disabilities	11	88	8	9.1	--	--	--	--
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	Standard	Standard	Standard
All Students	11	88	87	98.9	55	31	8	1
Male	11	88	45	51.1	60	22	9	2
Female	11	88	42	47.7	50	40	7	0
Black or African American	11	88	3	3.4	--	--	--	--
American Indian or Alaska Native	11	88	3	3.4	--	--	--	--
Asian	11	88	4	4.5	--	--	--	--
Hispanic or Latino	11	88	45	51.1	56	40	4	0
Native Hawaiian or Pacific Islander	11	88	1	1.1	--	--	--	--
White	11	88	31	35.2	48	23	16	0
Socioeconomically Disadvantaged	11	88	61	69.3	56	36	3	0
Students with Disabilities	11	88	8	9.1	--	--	--	--
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.

**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)	42	50	30	38	43	33	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	33
All Student at the School	30
Male	26
Female	36
Asian	--
Filipino	--
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	30
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	24
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)**

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE is formerly known as vocational education) are open to all students.

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	294
% of pupils completing a CTE program and earning a high school diploma	11%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

**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	92.43
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	1.94

## 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	31	46	45	31	43	44	57	56	58
Mathematics	38	46	28	38	43	28	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	56	25	19	72	25	3
All Students at the School	55	26	19	72	26	3
Male	68	26	6	76	21	3
Female	38	26	36	66	32	2
Hispanic or Latino	60	31	10	79	19	2
White	47	27	25	61	35	4
Socioeconomically Disadvantaged	67	20	13	80	16	4
English Learners	100			100		

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	23.20	30.40	23.20

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)

Parents have many opportunities to become involved in their child's education: Back to School Night, Project Night/Open House, Willows High Booster Club, Music Booster Club, School Site Council, English Language Advisory Committees, and as a Parent Volunteer in the classroom and through the many clubs on campus.

Please contact the school principal, Shane Humphreys at 530-934-6611, to find out how you can participate.



## 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	13.60	10.60	5.50	16.80	15.00	11.30	13.10	11.40	11.50
Graduation Rate	77.12	86.73	91.74	74.81	82.68	84.68	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	90.35	85.04	84.6
Black or African American			76
American Indian or Alaska Native	100	50	78.07
Asian	100	90	92.62
Filipino			96.49
Hispanic or Latino	93.88	85.19	81.28
Native Hawaiian/Pacific Islander			83.58
White	85.19	85	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	110	109.09	61.28
English Learners	50	50	50.76
Students with Disabilities	86.67	77.46	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	7.45	6.68	4.57	5.56	4.46	2.70	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)

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is high priority at Willows High School. The plan was reviewed and updated September, 2015.

## 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	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
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	15	25	8	4	15	21	6	3	17	17	9	
Mathematics	17	13	8	3	16	15	8	1	18	12	6	2
Science	25	3	7	3	20	8	5	1	21	4	7	
Social Science	23	6	6	5	16	11	9	1	21	6	9	

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	1.75	252
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.32	N/A
Speech/Language/Hearing Specialist		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,788	\$1,634	\$8,154	\$71,117
District	N/A	N/A	\$32,515	\$75,483
Percent Difference: School Site and District	N/A	N/A	-74.9	8.7
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	50.5	34.4

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

### Types of Services Funded (Fiscal Year 2014-15)

We are required to report financial data from the 2014-15 school year by the California Department of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

Spending per Student:

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2014-15 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,579	\$38,953
Mid-Range Teacher Salary	\$72,058	\$57,103
Highest Teacher Salary	\$86,813	\$74,127
Average Principal Salary (Elementary)	\$93,235	\$90,225
Average Principal Salary (Middle)	\$112,197	\$98,146
Average Principal Salary (High)	\$116,633	\$97,758
Superintendent Salary	\$133,402	\$117,803
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	7%	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	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	.9

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

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

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Time is set aside for their continuing education and professional development. Collaboration days are scheduled every other Wednesday with additional staff meetings to discuss and implement the direction for addressing standards, common assessments, and overall student performance based on prior years CST and CAASPP scores, and to prepare for WASC Accreditation. Professional Learning Communities and collaboration are an important part of our academic process because academic excellence is important to us.