

Dr. T. J. Ownes Gilroy Early College Academy
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | Dr. T. J. Ownes Gilroy Early College Academy |
| Street | 5055 Santa Teresa Boulevard, GECA 1 |
| City, State, Zip | Gilroy, CA 95020 |
| Phone Number | (408) 848-4749 |
| Principal | Sonia Flores |
| Email Address | sonia.flores@gilroyunified.org |
| Website | http://geca.gilroyunified.org |
| County-District-School (CDS) Code | 43-69484-0114496 |

| Entity | Contact Information |
|----------------|---------------------------------|
| District Name | Gilroy Unified School District |
| Phone Number | (408) 847-2700 |
| Superintendent | Deborah Flores |
| Email Address | debbie.flores@gilroyunified.org |
| Website | www.gusd.k12.ca.us |

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

School Mission Statement

Dr. TJ Owens Gilroy Early College Academy students will reach their highest personal and academic potential by becoming responsible citizens within their community.

School Vision Statement

To their personal success:

- Be Someone – Confident leaders who inspire future leaders by demonstrating integrity, desire, determination and dedication. To their community:
- Go Somewhere – Citizens who are nurturing, responsible and open-minded problem-solvers. To their academic success:
- Seek Excellence – Critical thinkers who are lifelong learners, committed to personal and academic growth.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 86 |
| Grade 10 | 79 |
| Grade 11 | 76 |
| Grade 12 | 64 |
| Total Enrollment | 305 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.7 |
| Asian | 19.3 |
| Filipino | 3.6 |
| Hispanic or Latino | 49.2 |
| White | 21.6 |
| Two or More Races | 4.6 |
| Socioeconomically Disadvantaged | 36.4 |
| Students with Disabilities | 1.3 |
| 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 12 | 12 | 11 | 467 |
| Without Full Credential | 0 | 0 | 0 | 36 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | The Language of Literature, McDougal Littell 2004 Read 180, Scholastic 2009 | Yes | 0% |
| Mathematics | McDougal Littell 2001 | Yes | 0% |
| Science | Chemistry, California; Holt 2010 Environmental Science, Holt 2006 Modern Biology, Holt 2001 | Yes | 0% |
| History-Social Science | Economics, Prentice Hall 2009 American Government, Pearson 2009 World Cultures, Prentice Hall (9) 2008 American Anthem, McDougal Littell 2007 Modern World History, McDougal Littell 1999 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

GECA is a participant of a memorandum of understanding (MOU) agreement between the Gilroy Unified School District and Gavilan College and is on the Gavilan campus grounds. Since 2007, Gavilan has provided the facilities and maintenance of custodial as well as maintenance repairs. However, GECA has undergone new construction in the summer of 2014, funded by the local Measure P bond. As such, GUSD and Gavilan College revised the land-use MOU between GUSD and Gavilan. As of the 2014-15 school year, GUSD provides the facilities and maintenance of custodial and maintenance repairs. GECA has one full-time janitorial staff. GECA is inspected annually by the Gilroy Fire Department, and by GUSD and Gavilan College staff and safety personnel. GUSD now provides all materials as well as personnel to maintain the structures at this time. The construction at GECA was completed as of September 2015, with the completion of construction of a multipurpose room, a designated office and 12 classrooms (one of which is a computer lab). With the new construction, the portables have been reconfigured to face the opposite direction than they faced in previous years, forming a quad configuration, and GECA has acquired two more portable classrooms and a bookroom. Students take advantage of the Gavilan College gymnasium, computer labs, library and athletic fields for their physical education classes, research and other work. Each classroom is equipped with a projector, and all classrooms utilize document cameras. This technology supports teachers in ensuring students master the standards and the technology provides the opportunity for teachers to immerse students in the curriculum, making learning both engaging and fun. Teachers integrate Chromebooks and Google Apps For Education in their instruction to allow students to research, participate, and receive instate feedback on student progress. The school has seven Chromebook carts, each stocked with 36 Chromebooks to prepare students with 21st century skills. The school has sufficient classroom and staff spaces to support teaching and learning. Students are kept safe on school grounds before, during and after school with the help of Gavilan College security. Students know to check in the office if their classes are cancelled. Students also know to call Gavilan College security in case of an emergency. The school regularly participates in emergency drills, and updates the school safety plan in accordance with Gavilan College's updates.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/25/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | None |
| Interior: Interior Surfaces | Good | None |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | None |
| Electrical: Electrical | Good | None |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | None |
| Safety: Fire Safety, Hazardous Materials | Good | None |
| Structural: Structural Damage, Roofs | Good | None |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | None |
| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 95 | 96 | 49 | 50 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 88 | 91 | 42 | 43 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 75 | 75 | 100.00 | 0.00 | 96.00 |
| Male | 36 | 36 | 100.00 | 0.00 | 97.22 |
| Female | 39 | 39 | 100.00 | 0.00 | 94.87 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | 18 | 18 | 100.00 | 0.00 | 100.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 37 | 100.00 | 0.00 | 91.89 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 13 | 13 | 100.00 | 0.00 | 100.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00 | 0.00 | 96.00 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 75 | 75 | 100.00 | 0.00 | 90.67 |
| Male | 36 | 36 | 100.00 | 0.00 | 94.44 |
| Female | 39 | 39 | 100.00 | 0.00 | 87.18 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | 18 | 18 | 100.00 | 0.00 | 100.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 37 | 100.00 | 0.00 | 81.08 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 13 | 13 | 100.00 | 0.00 | 100.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 25 | 100.00 | 0.00 | 80.00 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

Career Technical Education Programs (School Year 2018-19)

Presently, the district of Gilroy has applied for two career technical education (CTE) grants; GECA has been written into both of the proposals, especially since many students take advantage of online CTE programs and computer-programming classes. The goal for GECA students is to matriculate successfully to a four-year university. The college classes they take while at GECA align with GUSD high school diploma requirements as well as a student’s major requirements (as identified by the four-year university the student wishes to attend). Many students aim for the IGETC (Intersegmental General Education Transfer Curriculum), which requires 60 units of transferrable college coursework. However, the minimum number of college units students are required to complete is 40. Students have taken child-development classes and computer science classes, as well as many vocational courses of interest offered by Gavilan College, to satisfy their vocational education requirement and interests.

Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 84.48 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 4.7 | 29.4 | 63.5 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents will commit to at least four hours of volunteer time for each semester. In addition, parents may join the Parent Teacher Student Association (PTSA), GECA Advisory Board (GAB)—which is similar to a School Site Council—or volunteer with the Gilroy Early College Academy. For more information on how to become involved, see our web page at www.geca.gilroyunified.org.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 2.3 | 0 | 0 | 4.4 | 4.5 | 4.5 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 97.7 | 100 | 100 | 92.5 | 90.1 | 89.5 | 83.8 | 82.7 | 83 |

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.0 | 0.0 | 2.3 | 3.9 | 5.4 | 5.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

GECA is a participant of a memorandum of understanding agreement between the GUSD and Gavilan College and is physically located on the Gavilan campus grounds. The school subscribes to the Gilroy Unified Safety Plan in conjunction with the Gavilan College School Safety Plan. The plan may be viewed at the Dr. TJ Owens Gilroy Early College Academy office. The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018. The principal has attended a training dedicated to emergency response at Gavilan College, and students were presented an assembly by Response Options on ALICE (Alert, Lockdown, Inform, Counter, Evacuate) to prepare individuals who may find themselves facing a violent intruder. The school safety plan is updated annually. It includes evacuation maps, Standardized Emergency Management System (SEMS), Incident Command System (ICS), National Incident Management System (NIMS) information in nine specific areas (biological, environmental, bombs, disturbances, earthquake, fire, flooding, shootings and terrorism). GECA follows district and California Education Code policies for suspension and expulsion. Safety drills are conducted for fire and earthquake on an ongoing and regular basis according to state laws.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English | 19 | 22 | 10 | 7 | 19 | 20 | 14 | 6 | 18 | 25 | 11 | 9 |
| Mathematics | 22 | 10 | 4 | 6 | 18 | 24 | 15 | 3 | 21 | 16 | 11 | 10 |
| Science | 18 | 16 | 14 | | 20 | 16 | 14 | 1 | 22 | 8 | 18 | 1 |
| Social Science | 16 | 23 | 6 | 10 | 19 | 16 | 11 | 7 | 24 | 10 | 13 | 7 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 305.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | .1 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,855 | \$14 | \$5,841 | \$81,903 |
| District | N/A | N/A | \$7,833 | \$86,053 |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference - School Site and State | N/A | N/A | | |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$50,743 | \$51,374 |
| Mid-Range Teacher Salary | \$74,751 | \$80,151 |
| Highest Teacher Salary | \$94,963 | \$100,143 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Elementary) | \$132,658 | \$126,896 |
| Average Principal Salary (Middle) | \$142,317 | \$133,668 |
| Average Principal Salary (High) | \$150,900 | \$143,746 |
| Superintendent Salary | \$221,519 | \$245,810 |
| Percent of Budget for Teacher Salaries | 33% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

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

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 6 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | 21 | N/A |
| All courses | 27 | 71.8 |

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

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 4 |

Teachers have participated in staff development in the following areas in recent years:

- Google Apps for Education Summits
- CAASPP training (hand scoring)
- Language boot camps
- Next Generation Science Standards (NGSS) training at county
- English language development (ELD) training
- Kagan Cooperative Learning
- Expository Reading and Writing Course (ERWC) training
- College Board SpringBoard Training with focus on ELD Support
- College Board AP (Advance Placement)
- Certification and training
- Character Counts!
- AVID (Advancement Via Individual Determination) Summer Institute

- CPAS math
- CPAS English language arts
- Common Core State Standards
- Curriculum Leadership Council
- Math Lead Team training
- Professional Learning Communities training

During monthly department meetings, teachers participate in ongoing professional development, learning from presentations on supporting English language learners (through implementing the English language arts [ELA]/ELD framework) and on teaching close reading, Kagan Cooperative Learning strategies, Google Apps for Education, Mindfulness practices, Common Core Performance Tasks, Depth of Knowledge and Gradual Release of Responsibility. These topics are selected based on teacher's needs and school goals. Teachers are supported in implementing the topics/strategies discussed in the department meetings with the help of their department chairs and collaboration meetings. Professional development continues to be supported by categorical funds for individual teacher and department needs. Beginning Teacher Support and Assessment (BTSA), Peer Assistance and Review (PAR) and the administrative team have supported our staff on a variety of needs. Work with the Santa Clara County Office of Education continues in math and English. The school administration is committed to providing meaningful feedback to teachers through the evaluation process. The school administration is also committed to making all evaluation deadlines, holding pre-conferences and post-conferences and developing protocols/norms that are consistent. Teacher retention, teacher development, teacher support and teacher collaboration are critical factors that contribute to student success.