

# Christopher High School

## 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	Christopher High School
Street	850 Day Road
City, State, Zip	Gilroy, CA 95020
Phone Number	669-205-5300
Principal	Jeremy Dirks
Email Address	jeremy.dirks@gilroyunified.org
Website	chs.gilroyunified.org
County-District-School (CDS) Code	436948401183

Entity	Contact Information
<b>District Name</b>	Gilroy Unified
<b>Phone Number</b>	669-205-4000
<b>Superintendent</b>	Dr. Debra Flores
<b>Email Address</b>	debbie.flores@gilroyunified.org
<b>Website</b>	gilroyunified.org

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

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Christopher High School is located in the north quadrant of the city of Gilroy. The school is surrounded by agricultural fields and newly built neighborhoods located directly south and west of our campus. Built on a total of 40 acres, the campus has been operating for ten years. In addition to state-of-the-art classroom buildings, Christopher High has dining commons, two gymnasiums, a library, an aquatic center, six computer labs, a Community Water Park (partnership with City of Gilroy), a Student Services building, a ceramics studio, both metal and wood shops, a Black Box Theater, a weight room, a wrestling room, a dance studio, as well as acres of sports fields. In 2015, Christopher High was recognized by State Superintendent of Public Instruction, Tom Torlakson, as a Gold Ribbon School with an additional award for its exemplary ARTS program.

We offer a variety of curricular and extracurricular opportunities that inspire, prepare, and build on talents, interests, and required skills for today's world. Students are monitored and guided through high school with a four year plan that results in graduates being prepared for post-secondary options. We offer a superb selection of opportunities for students to build their skills and express their talents, preparing our graduates to select from a variety of postsecondary options. For the past nine years, our passion and commitment to students can be seen by our alumni and their presence in some of our nation's most prestigious universities, including: Stanford University, Harvard University, MIT, Yale University, and nearly every California State University and University of California campus. Most recently, our rigor has been recognized by the state of California, as it named Christopher High School a Gold Ribbon School in 2015, specifically recognized for our fine arts program, receiving the Exemplary ARTS Education Program Award. In addition, our students are found serving our country in every branch of the military as well as learning trades to become productive members of our community and skilled workforce. All staff, including administration and school secretaries, work in concert to provide students with the guidance, training and encouragement necessary to help our students realize their potential and attain the future they envision.

The Christopher High School learning environment is a key component in ensuring the success we have observed. We offer one of the most comprehensive extracurricular and co-curricular programs available, including a highly active associated student body, countless numbers of clubs, a vibrant performing arts program, athletic and non-athletic extracurricular opportunities, and a host of on-campus activities and organizations by which students can build and shape their future selves. We support a community based Dia delos Muertos celebration every fall on campus after school. We have an active Parent Club, that supports our teachers. We have an Athletic Booster Club, that all of sports teams are involved in. So every sport receives equal amount of support. We coordinate with Chamber of Commerce and Rotary Club to provide a career exploration day called Rock the Mock. There is something for every student, and we greatly encourage all students to get involved and have a productive and engaging high school experience.

Mission Statement: CHS is a comprehensive high school whose mission is to educate students to be academically proficient, innovative thinkers. Our positive environment prepares students for a challenging future by encouraging them to succeed in their pursuit of excellence. We strive to facilitate academic and social growth, along with civic and social responsibility through engaging curriculum and extracurricular activities.

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

Grade Level	Number of Students
Grade 9	416
Grade 10	433
Grade 11	383
Grade 12	397
<b>Total Enrollment</b>	<b>1,629</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	4.5
Filipino	3.3
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.3
White	23.6
Two or More Races	3.9
Socioeconomically Disadvantaged	42.8
English Learners	8.7
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	1

## 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	82	73	71	467
Without Full Credential	4	4	4	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	1

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: 12/9/2019

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, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson English & Springboard 2018	Yes	0%
Mathematics	McDougal Littell 2001	Yes	0%
Science	Living by Chemistry 2017 Biology 2018 AP Physics 2019	Yes	0%
History-Social Science	Economics, Prentice Hall 2009 American Government, Pearson 2009 Ways of the World 2017 American History 2017	Yes	0%

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

Christopher High School is a state-of-the-art high school built in 2009. Our high school features sufficient space to serve 1600 students: 76 classrooms, one full-size gymnasium, an auxiliary/practice gymnasium, school library, dining commons, career/student services center, six computer labs, a wrestling room, dance studio, weight room, athletics playing and practice fields, a black box theater, outdoor amphitheater, aquatics complex, administrative offices, conference rooms and counseling offices. It is still in beautiful condition and a source of tremendous pride for our school community.

Our high school employs seven full-time and one part-time custodians—three during the school day and four-and-a-half at night. Our custodians do their best to keep our school clean and orderly. School maintenance is recorded using a published cleaning schedule, detailing the times and dates when classrooms, common areas and restrooms are cleaned. The district maintenance staff makes periodic site checks and, by work order, completes necessary repairs as reported.

**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: 11/26/2019**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	misc. roof leaks - warranty roof leaks have been repaired with warranty 1-15-20
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	65	60	49	50	50	50
Mathematics (grades 3-8 and 11)	36	29	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	361	341	94.46	5.54	60.00
Male	182	167	91.76	8.24	50.60
Female	179	174	97.21	2.79	68.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Filipino	--	--	--	--	--
Hispanic or Latino	215	202	93.95	6.05	52.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	82	94.25	5.75	69.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	17	94.44	5.56	76.47
Socioeconomically Disadvantaged	154	144	93.51	6.49	45.83
English Learners	30	25	83.33	16.67	4.00
Students with Disabilities	46	38	82.61	17.39	18.92
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	361	331	91.69	8.31	29.09
Male	182	161	88.46	11.54	23.60
Female	179	170	94.97	5.03	34.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	47.37
Filipino	--	--	--	--	--
Hispanic or Latino	215	195	90.70	9.30	19.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	81	93.10	6.90	34.57
Two or More Races	18	17	94.44	5.56	58.82
Socioeconomically Disadvantaged	154	138	89.61	10.39	21.90
English Learners	30	24	80.00	20.00	0.00
Students with Disabilities	46	33	71.74	28.26	12.50
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)

#### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	689
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.4
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	99.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	53.98



### 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	23.6	30.3	30.8

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)

We firmly believe that a strong home and school partnership will help our students be successful. In order to assist students and families in all aspects of Christopher High School, we pride ourselves on having a welcoming and inviting environment with a focus on good customer service for our community of students and families. Administration and faculty are highly visible and engaged with campus culture. There are monthly principal's coffees so that parents can drop in and have an open conversation in an informal setting.

Christopher High School provides several opportunities for parents to become involved in their student's education and volunteer at the high school. We have a thriving volunteer program that enables a wide variety of ways to participate that is friendly and manageable for all our busy families. Our Parent Club is very active and provides several avenues for parent involvement, working hard to make it possible for all families to participate. Parents may attend regular monthly meetings to learn more about opportunities to help the school and volunteer. For more information on monthly meetings or how to connect with parent involvement at Christopher High School, please visit our school website at [chs.gilroyunified.org](http://chs.gilroyunified.org). Parents may also choose to join our Athletic Booster Club (ABC) or Band Boosters to fundraise and support the Christopher High School athletic and band programs.

Our English Learner Advisory Committee (ELAC) parent group continues to grow and help our school identify and address issues and areas related to our English language learner students and parent group. Information on our monthly meetings may also be found on our school website.

Our parents are critical for our School Site Council. The School Site Council gives all stakeholders a venue to voice concerns and help shape the priorities and direction of the school.

#### 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	1.3	2.1	0.7	4.4	4.5	4.5	9.7	9.1	9.6
Graduation Rate	98.2	96.4	96.6	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	3.4	5.3	6.2	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.1	0.3	0.4	0.1	0.2	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Student safety will always be our No. 1 concern at Christopher High School! All emergency drills and evacuations are executed on a regular basis according to a schedule received from the district office. A Run, Hide, Defend drill is practiced twice a year during each semester with assistance from the school resource officer and other community support staff. Protocols, procedures, expectations, evacuation routes and planning are reviewed with staff on a continual basis.

Christopher High is a very safe campus. We have four full-time campus supervisors. Our campus supervisors patrol all areas of the school, checking the inside and outside of buildings, common areas, and student restrooms.

The school utilizes a video surveillance system with cameras in strategic locations throughout the campus. There are numerous access points for staff to access the cameras and gather evidence related to incidents on campus. Upkeep of the system is part of the work-order process within the district. The campus is locked during non-school hours using lockable entrance gates and has a perimeter fence. Supervision of the school occurs before, during and after school. School administration and staff support our campus supervisors with campus and student supervision. CHS follows district and California Education Code policies for suspension and expulsion.

Certificated and classified staff participate in on-going trainings through the district to address mandated reporting responsibilities, use of and handling of blood-borne pathogens, and acceptable use of pesticides and cleaners on campus.

All classified and certificated staff members receive training and information on how to handle emergency situations that may arise on the campus. Exit routes, safety procedures, attendance taking, marked gathering spots and emergency supplies are shared with staff. All questions and scenarios are covered and answered in accordance with the campus safety plan. Our safety plan is reviewed and updated every year and there is a copy at the district office. Incident commanders participate and evaluate the activation of the Emergency Operation Center at the District Office.

### 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	27	16	34	19	27	13	35	16	32	6	16	30
Mathematics	30	8	16	17	26	20	24	18	31	4	21	25
Science	30	4	33	14	28	2	54		29	5	34	12
Social Science	29	8	21	19	29	3	26	13	34		12	23

\*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*	428.7

\*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)	3.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	2.0

\*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.

### 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	\$7,670	\$1,396	\$6,274	\$89,816
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)

Christopher High receives an allotment of funds per LCAP Action plan. Christopher High School also has endowment funds provided by the Gilroy Foundation from an endowment setup when Christopher High School was built in 2009. These funds are oversought by the School Site Council and the CHS Leadership team. These funds go to funding professional development as we embark to build our school in to a Professional Learning Community. We use the funds to purchase and replace technology used in the classroom.

Christopher High purchases licences for software used with our classrooms. Adobe Creative Suite is used in our Digital Design, Photography and Yearbook classes. Achieve 3000 is a reading and comprehension website that supports multilevel lexiles and works to improve ELA skills. Turn it In is used school wide to check sources used by students and checks for plagiarism and copying. NEWSELA is a news resources with secondary sources of information that are lexile dependent.

## 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
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	3	N/A
English	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	7	N/A
All courses	28	25.6

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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6

Our major focus of professional development is supporting our subgroup populations in achievement in student learning. We have trained our staff on English Language Learner strategies to boost academic vocabulary and content knowledge. Teachers are trained to use a wide variety of techniques and technology to assist student's learning.

A core group of teachers has attended PLC Institute to drive the PLC process forward in our school. This group of teachers are developing a professional development plan to move us forward in the PLC process. Funding has been secured to keep training teachers on a continual basis in the PLC process.

Next steps in the PLC process is to develop time for collaboration and intervention within the school day. Also examine what high achieving teams in the PLC process look like and how we implement these teams in our school.