

Herbert Hoover High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Glendale Unified	School Name	Herbert Hoover High
Phone Number	(818) 241-3111	Street	651 Glenwood Rd.
Superintendent	Winfred Roberson	City, State, Zip	Glendale, Ca, 91202-1552
E-mail Address	wroberson@gusd.net	Phone Number	818-242-6801
Web Site	www.gusd.net	Principal	Dr. Jennifer Earl, Principal
		E-mail Address	jearl@gusd.net
		County-District-School (CDS) Code	19645681934082

Last updated: 1/18/2017

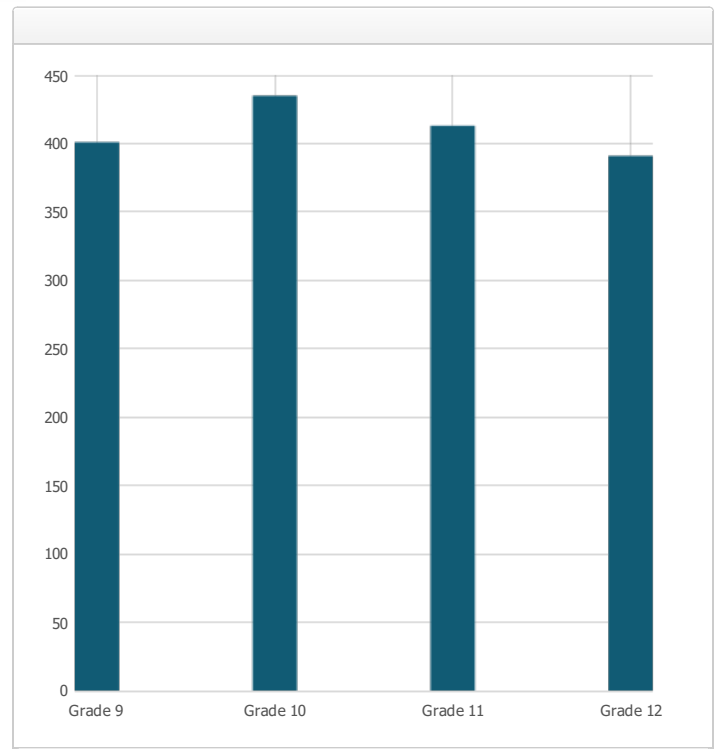
School Description and Mission Statement (School Year 2016-17)

Hoover High School, a partnership of students, parents, teachers, staff and the community, graduates lifelong learners who are self-sufficient, ethical, and globally responsible, by providing comprehensive traditional, state-of-the-art and academic programs.

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	401
Grade 10	435
Grade 11	413
Grade 12	391
Total Enrollment	1640



Last updated: 1/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.2 %
Asian	6.2 %
Filipino	8.1 %
Hispanic or Latino	26.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	56.2 %
Two or More Races	1.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.5 %
English Learners	16.2 %
Students with Disabilities	9.8 %
Foster Youth	0.0 %

Last updated: 1/18/2017

A. Conditions of Learning

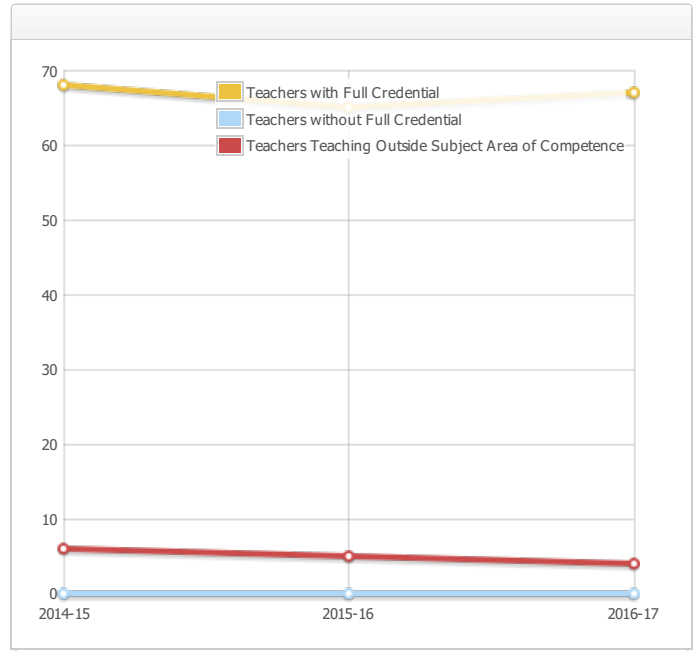
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	68	65	67	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	5	4	35



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt - Literature & Language/2003 McDougal Littell - American Literature & Comp: The Language of Literature/2003 McDougal Littell - The Language of Literature World Literature/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015 Glenco/McGraw Hill - Pre-Algebra CA Edition/2006 Glencoe - Algebra/2008 Glencoe/McGraw Hill - Algebra I CA Concepts & Skills/2008 Holt - Algebra II CA/2008 Glencoe/McGraw Hill - Geometry Concepts & Skills/2008 Pearson/Addison Wesley - Trigonometry by Lial, Hornsby & Schneider/2008 Thompson - Calculus: Single Variable Calculus w/Vector Functions/2008 Pearson/Addison Wesley - Intro Stats by DeVeaux/Belleman, Bock/2008 W.H. Freeman & Co. - The Practice of Statistics Yeates, Moore & Starnes/2009	Yes	0.0 %
Science	Holt - California Biology/2007 Pearson/Prentice - Biology, CA Edition/2007 Wiley & Sons - Introduction to the Human Body/2007 Wiley - Physiology/2007 Holt - Geoscience: Earth Science/2007 Glencoe - Chemistry: Matter & Change, CA Edition/2007 McDougal Littell - earth Science/2007 Wiley - Anatomy & Physiology from Science to Life/2007 Thomson - College Physics/2007	Yes	0.0 %
History-Social Science	Prentice Hall - California World History/The Modern World/2006	Yes	0.0 %

Holt, Rinehart & Winston - California American Anthem/Modern American/2006

Prentice/Pearson - Macgruder's American Government/2006

Glencoe/McGraw Hill - Economics: Principals and Practices/2006

Pearson/Longman - AP Government in America/People, Politics, Policy/2006

Pearson Prentice Hall - AP Western Heritage Since 1300/2006

Houghton Mifflin - AP American Pageant/2006

Foreign Language	Western Prelacy of the Apostolic Church - Our Language Armenian/2004 McDougal Littel - California En Espanol/2005 Glenco - bon Voyage/2005 Longman - Ecc Romani/2000	Yes	0.0 %
Health	Holt - Lifetime Health/2005	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/18/2017

School Facility Conditions and Planned Improvements

Hoover High School, originally constructed in 1929, is currently situated on 18.6 acres and is comprised of 107 classrooms, a library, six full computer labs, eleven Chromebook carts, two gymnasiums, a fitness room, a swimming pool, an auditorium, a cafeteria, two quads, a courtyard, a cafeteria, administrative offices, playing fields and ball courts. The Student Services floor is comprised of the administrative, attendance, counseling, health, psychologist offices as well as the career center and 3 conference rooms. The Rally Quad is an amphitheater, which is joined to the lower quad through a tunnel and unites our student body. In 2013 the grass football field and dirt track were replaced with a new turf field and rubber track, as well as the addition of new restroom facilities on the south west corner of the field. The SDC program classrooms were updated to include a computer lab and restrooms. In the spring of 2015, the small engines class was introduced which followed with a full auto shop program in the 2015-16 school year. The Auto Shop program is part of a pathway that includes community college and local auto industry partners. Security cameras around campus were upgraded to total 100 cameras, in new locations providing more comprehensive coverage of the campus.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Cracked ceiling tiles in 3204
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Cracked tile in restrooms
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Crcked tiles by the pool

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary
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Last updated: 1/18/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	69.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	41.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/18/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	386	96.5%	68.8%
Male	221	214	96.8%	62.6%
Female	179	172	96.1%	76.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.0%	100.0%
Filipino	34	34	100.0%	85.3%
Hispanic or Latino	106	103	97.2%	63.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	216	95.6%	65.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	250	96.2%	64.1%
English Learners	35	24	68.6%	29.2%
Students with Disabilities	45	44	97.8%	11.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

Last updated: 1/18/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	394	98.5%	41.4%
Male	221	218	98.6%	42.1%
Female	179	176	98.3%	40.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.0%	79.0%
Filipino	34	34	100.0%	55.9%
Hispanic or Latino	106	104	98.1%	31.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	226	223	98.7%	40.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	258	99.2%	36.4%
English Learners	35	33	94.3%	10.0%
Students with Disabilities	45	44	97.8%	4.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56.0%	57.0%	57.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/18/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	442	426	96.4%	57.0%
Male	225	213	94.7%	58.7%
Female	217	213	98.2%	55.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	29	27	93.1%	88.9%
Filipino	29	28	96.6%	67.9%
Hispanic or Latino	126	121	96.0%	50.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	249	241	96.8%	54.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	301	292	97.0%	51.0%
English Learners	30	26	86.7%	15.4%
Students with Disabilities	36	34	94.4%	17.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/18/2017

Career Technical Education Programs (School Year 2015-16)

Hoover High School has a number of programs designed to prepare students for the world of work. Of particular note are the Media Arts Academy (MAAC, the Public Service Academy (PSA) and the Auto program with articulation with Rio Hondo College. These programs are open to all students.

Hoover also offers a wide range of Career and Technical Education (CTE) courses both during and after school hours for students to obtain specific career related skills.

Last updated: 1/18/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	600
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	15.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.0%

Last updated: 1/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.7%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.5%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.7%	19.0%	37.9%

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.

Last updated: 1/18/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents/guardians and community are very supportive of the educational programs at Hoover High School. They take an active role in our school by sitting on and actively participating in PTA, Latino Parents, English Learners Advisory Committee (ELAC), Media Arts Academy (MAAC), School Site Council (SSC), Public Service Academy (PSA) and various booster clubs.

Parents/guardians who wish to participate in Hoover High School's school committees and activities or become volunteers may contact the school at (818) 242-6801 on the web at hooverhs.org.

State Priority: Pupil Engagement

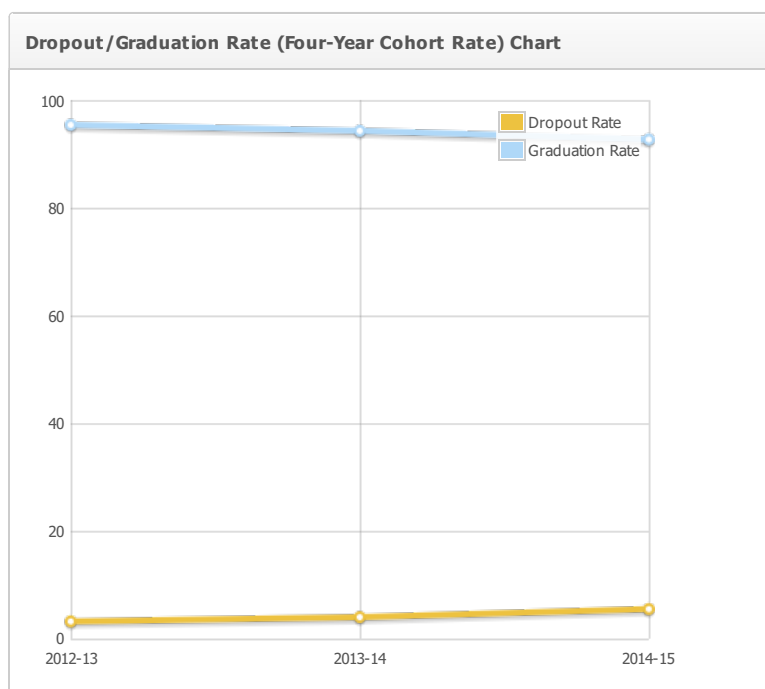
Last updated: 1/18/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.2%	4.0%	5.5%	4.5%	4.1%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	95.40	94.30	92.70				80.44	80.95	82.27



Last updated: 1/18/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	88	89	85
Black or African American	83	88	77
American Indian or Alaska Native	100	83	75
Asian	89	99	99
Filipino	82	85	97
Hispanic or Latino	91	82	84
Native Hawaiian or Pacific Islander	0	100	85
White	88	90	87
Two or More Races	100	87	91
Socioeconomically Disadvantaged	87	92	77
English Learners	52	64	51
Students with Disabilities	74	65	68
Foster Youth	--	--	--

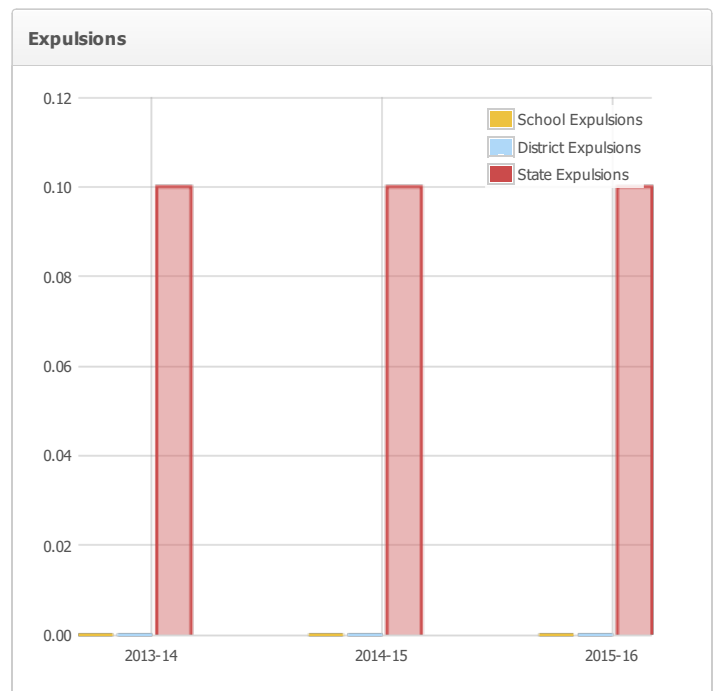
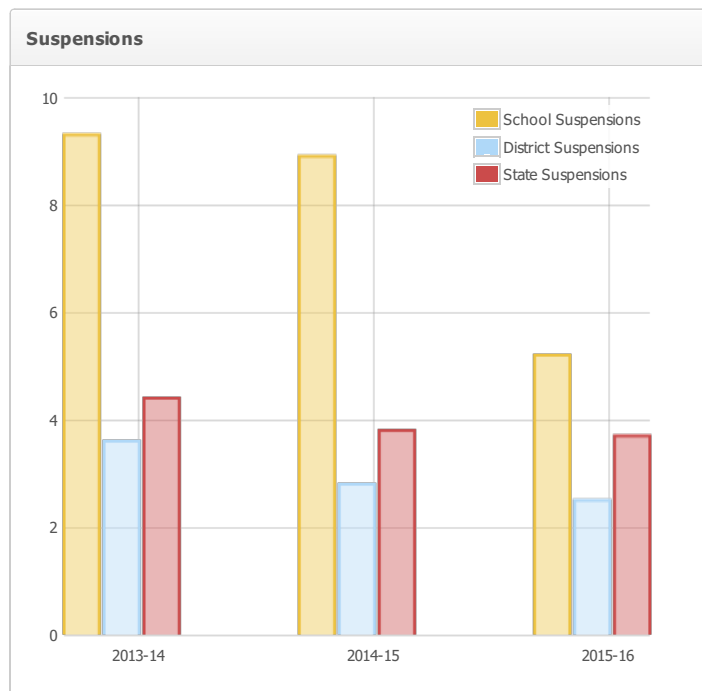
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.3	8.9	5.2	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/18/2017

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of Hoover High School. Administrators, teachers, and security staff monitor students at breaks, lunch and before and after school. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours must notify school staff in advance. All visitors to the campus must report to the front office, sign in and obtain a visitor's pass. The pass must be displayed at all times. The School Safety Plan is evaluated and revised each spring by administration and the school resource officer (SRO) and the Public Safety Academy (PSA) director. The School Safety Plan was revised in February of 2016. Key elements of the plan include, student bullying, child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Hoover High School is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year. Every year during October, Hoover High School participates in the State and City wide Great California Shakeout drill, with the cooperation of Glendale police and fire departments.

Last updated: 1/18/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	15	17	37	28.0	15	22	31	32.0	24	18	31
Mathematics	30.0	12	12	35	30.0	11	18	29	32.4	18	23	22
Science	30.0	7	11	30	31.0	9	8	28	30.2	25	17	16
Social Science	30.0	8	19	22	32.0	4	13	27	32.6	21	23	14

* 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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	475.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/19/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6949.0	\$951.0	\$5998.0	\$88661.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/19/2017

Types of Services Funded (Fiscal Year 2015-16)

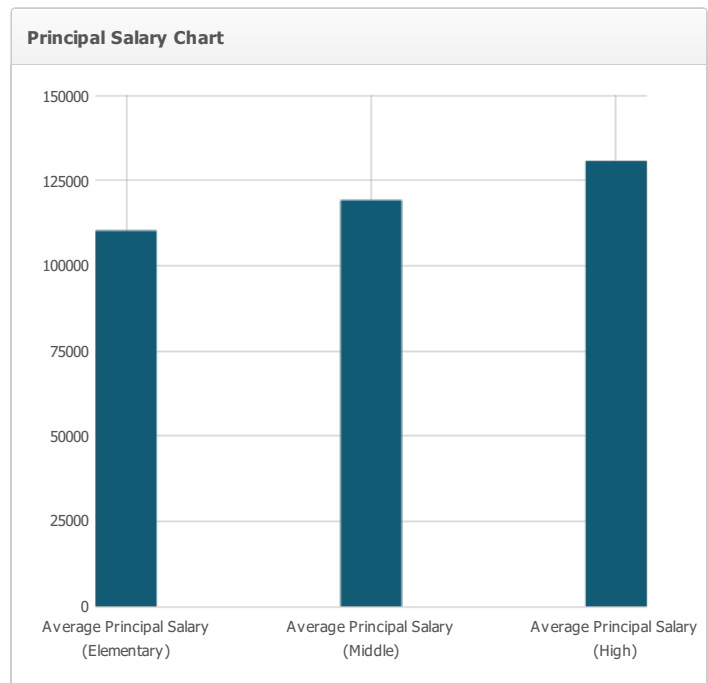
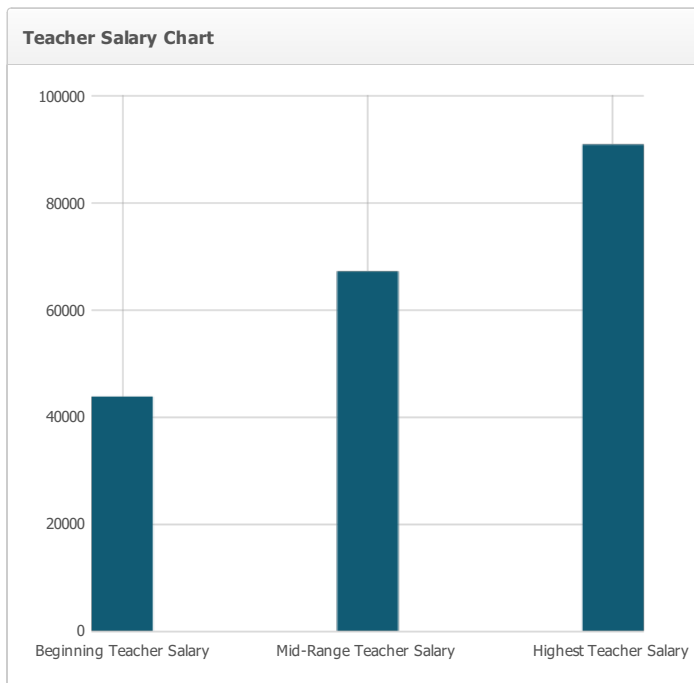
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhances programs in visual and performing arts, science and technology, and health and fitness. Categorical funds are used for a variety of purposes including credit recovery programs such as APEX, English Language Development block periods, educational assistants, collaborative time for staff, supplemental materials, field trips, communication with our feeder middle schools to assist with students' transition to high school and professional development for teachers.

Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/19/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All Courses	19	--

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

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

Last updated: 1/27/2017

Professional Development

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/19/2017