

# Argus Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Argus Continuation High School
<b>Street</b>	2555 Lawrence Street
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556.1800
<b>Principal</b>	Jan Gordon
<b>E-mail Address</b>	<a href="mailto:jgordon@ceres.k12.ca.us">jgordon@ceres.k12.ca.us</a>
<b>Web Site</b>	<a href="http://argus.ceres.k12.ca.us">argus.ceres.k12.ca.us</a>
<b>CDS Code</b>	50-71043-5030200

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Scott Siegel, Ed.D.
<b>E-mail Address</b>	jbeltran@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

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

### DESCRIPTION

Argus High School is an alternative education campus located in the central San Joaquin Valley, in the city of Ceres. Ceres is home to 45,417 people, making it the third largest city in Stanislaus County. Ceres has almost doubled in size since 1990, resulting in increased enrollment at Argus. Ceres, along with Stanislaus County, has had a significant increase in unemployment rates over the past several years. A large portion of the community is in the lower socio-economic bracket. According to the City of Ceres, the median household income is \$46,132, lower than the United States average of \$51,939.

Argus High School has been recognized as a Model Continuation High School by the California Continuation Education Association (C.C.E.A.). For over forty years Argus has proudly served the students and families of Ceres as the safety net for those students whose learning experiences have not been met at the traditional high schools. Argus High School maintains a student enrollment near 200 students, split between two instructional sessions. The current CBEDS/CALPADS report indicated that the student demographics consisted of 77% Hispanic, 15% White, 2% Asian, 1% Filipino, 2% African-American, 2% American Indian and 1% two or more races. English Learners comprise 22.3% of our student population and 77.7% of the students qualify for the National School Lunch Program.

Argus High School maintains a staff of seven regular education teachers, one special education teacher, one work experience teacher, one office manager, one secretary IV, one attendance clerk, one community liaison, one campus supervisor, one full-time paraprofessional, one part-time paraprofessional, one administrative assistant, one learning director and a principal. In addition, Ceres Unified hired a third School Resource Officer, through the Ceres Police Department, who is dedicated full-time to the Argus/Endeavor site.

The staff at Argus High School is committed to providing ongoing communication with all students and families. Argus utilizes the Connect Ed telephone automatic dialing system as well as quarterly newsletters to keep good communication open. Parent participation is encouraged by all staff members and remains a focus of the Family Engagement Team. Argus students participate in a variety of community events, including a local canned food drive, Pennies for Patients through the Leukemia Society, and several students belong to the Ceres Youth Commission.

Professional learning and staff development is focused on implementing the California State, English Language Development and Literacy Standards.

### MISSION STATEMENT

The mission of Argus High School is to provide each student with new opportunities and alternative paths to fulfill his/her unique potential.

### EXPECTED STUDENT LEARNING RESULTS (ESLR'S)

- Technologically Literate Individuals

Use and have knowledge of technology for school, work and home.

Access information and solve problems through the use of the latest technology.

- Academically Proficient Individuals

Will pass the California High School Exit Exam.

Show progress toward meeting state standards in core academic areas.

- Effective Communicators

Read and understand a variety of materials and/or genre.

Write effectively using both technological and traditional methods.

Listen, speak, and work effectively as individuals and in groups.

- Responsible Citizens

Understand and observe rules and laws.

Monitor and correct their own performance and behavior.

Pursue a personal career path.

LIFE SKILLS CHARACTER TRAITS we want our students and staff to demonstrate:

Respect:

To show regard for self and others.

Responsibility:

To be accountable for ones actions and follow through on tasks.

Honesty:

To be truthful and fair in dealing with others.

Integrity:

To Conduct oneself according to a sense of what is right and wrong.

Cooperation:

To work with others towards a common goal or purpose.

Effort:

To be willing to work ones hardest.

Work Ethic:

To understand the importance of doing ones best.

Perseverance:

To continue in spite of difficulties.

Common Sense:

To use good judgment.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	11
<b>Grade 11</b>	82
<b>Grade 12</b>	91
<b>Total Enrollment</b>	184

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

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.2
Asian	2.2
Filipino	0.5
Hispanic or Latino	77.2
Native Hawaiian or Pacific Islander	0
White	14.7
Two or More Races	1.1
Socioeconomically Disadvantaged	84.2
English Learners	22.3
Students with Disabilities	9.8
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	7	7	609
Without Full Credential	1	0	1	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

### 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.

**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	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	94.3	5.8
<b>High-Poverty Schools in District</b>	94.6	5.5
<b>Low-Poverty Schools in District</b>	78.6	21.4

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

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

**Year and month in which data were collected:** October 2016

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. No school was found to be insufficient of textbooks and instructional materials in the 2016-2017 school year.

9-12

Standards aligned, district adopted

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Yes	Yes	
<b>Mathematics</b>	Yes	Yes	
<b>Science</b>	Yes	Yes	
<b>History-Social Science</b>	Yes	Yes	
<b>Health</b>	Yes	Yes	
<b>Visual and Performing Arts</b>	Yes	Yes	

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

Argus provides a safe and clean environment which encourages students to respect themselves and their surroundings. The campus consists of five permanent structures (four classrooms and the main office), with twelve portable classrooms. A multiuse room was completed in January 2012, allowing space for assemblies, large parent meeting and state testing.

Vandalism and graffiti are minimal. The students and staff take pride in the facility and actively take part in the upkeep of the site. The Argus campus is available for community use and is treated by the community with the same respect. The site consistently scores a 9 out of 10 on the annual Ceres Unified Site Facility Visit.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/27/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Room 14: There were two piggy backed power strips. Room 4: There was exposed electrical on the wall. The roof is leaking.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Office: The roof is leaking. Room 2: The roof is leaking. Room 3: The roof is leaking. Room 4: There was exposed electrical on the wall. The roof is leaking.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: 1/27/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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 (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	16	15	35	39	44	48
Mathematics	0	1	20	20	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	86	81	94.2	14.8
Male	11	52	50	96.2	12.0
Female	11	34	31	91.2	19.4
Hispanic or Latino	11	60	59	98.3	13.6
White	11	14	12	85.7	25.0
Socioeconomically Disadvantaged	11	77	72	93.5	15.3

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	86	81	94.2	1.2
Male	11	52	50	96.2	
Female	11	34	31	91.2	3.2
Hispanic or Latino	11	60	59	98.3	
White	11	14	12	85.7	8.3
Socioeconomically Disadvantaged	11	77	72	93.5	1.4

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.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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)	39	24	21	56	50	47	60	56	54

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.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	26	24	92.3	20.8
Male	20	19	95.0	26.3
Hispanic or Latino	18	17	94.4	11.8
Socioeconomically Disadvantaged	25	24	96.0	20.8

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.



## Career Technical Education Programs (School Year 2015-16)

Argus High School does not have the flexibility in the master schedule to offer CTE programs, however, Argus students do have the opportunity to attend ROP classes at both of the comprehensive high schools. Students ballot in the spring for the following school year. Both of the comprehensive highs schools support our students and work closely with the Argus staff to meet the needs of our students.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	4
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### 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	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Argus staff is supportive of all avenues to ensure student success. Teachers are accessible through phone calls, emails and conferences. All parents/guardians are required to attend an Academic Review conference with Argus staff prior to starting school. During the conference, Argus staff, parents and students discuss current transcript information, state assessment results, and plan educational goals for the student. Parents and students sign and receive a copy of the review. A copy of the review is also given to the student's Advisory teacher.

Parents are an important component of the School Site Council. As members of the SSC, parents review and approve the Single Plan for Student Achievement and the site budget. In addition, Argus staff supports the Safe and Civil School Team and the Family Engagement Team. The Safe and Civil School Team meets regularly to review data collected from surveys of students, parents and staff and develop plans for improvement. The Family Engagement Team meets regularly discussing ideas to promote parent involvement in the educational system, as well as maintaining a family friendly environment on campus.

A Back to School/Advisory Night is held in September, along with a spring Open House/Advisory Night, providing an opportunity for parents to meet and discuss individual student needs with teachers and staff. Recruitment for a variety of committees is also held during these events. Sign-ups for School Site Council, DAC/DELAC and ELAC Committees, Family Engagement Team and the Parent's Advisory Council is encouraged. The Parent Institute for Quality Education also holds a bi-annual parenting program for all parents. This program is designed to help parents navigate through the educational system as they prepare students for graduation and post-secondary education.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.50	9.20	6.10	10.50	9.20	6.10	11.40	11.50	10.70
Graduation Rate	85.39	86.82	89.32	85.39	86.82	89.32	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	98	94	86
Black or African American	67	95	78
American Indian or Alaska Native	50	73	78
Asian	100	96	93
Filipino	0	86	93
Hispanic or Latino	100	96	83
Native Hawaiian/Pacific Islander	0	57	85
White	70	90	91
Two or More Races	0	90	89
Socioeconomically Disadvantaged	100	82	66
English Learners	100	49	54
Students with Disabilities	100	94	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	27.7	28.7	13.7	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.8	0.0	0.3	0.1	0.1	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The Argus High School Safe School Planning Committee Members consist of certificated, classified, administrative, law enforcement and parent participants. The members are as follows:

**Certificated:**

Vanessa Monn, Resource Specialist  
 Thomas Gomez, Teacher  
 Cindy Johnston, Teacher

Lucia Hernandez, Administrative Assistant  
 Jan Gordon, Principal

**Parent:**

Sara Bustamante

**Classified:**

Gabriel Crisanto, Campus Supervisor

**Law Enforcement:**

Steve Carvalho, School Resource Office, Ceres Police Department

**Administration:**

Paula Aguiar, Learning Director

The 2015-16 Safety Plan was completed and approved by committee members on February 1, 2016 and shared with staff members on February 25, 2016.

**Key elements of the Safety Plan include:**

Argus High School staff has high expectations for all students. School expectations and rules are posted in every classroom. All new students attend an orientation where school rules, procedures, and expectations are reviewed. Students and parents also receive a copy of the student handbook at the required conference with Argus staff held prior to enrollment. Student and staff safety is a priority for Argus High School. All students have the right to an education in a safe environment. School rules and District policies are clear and consistent.

All students are enrolled in an Advisory period where teachers are able to monitor student credit earnings and advise individual students toward the best course of action. Pamphlets and other written communications are available to students providing guidelines for positive behavior. A full time School Resource Officer was added to our site in August 2014. This allows school site personnel to work closely together with Ceres Police Department regarding student behavior and attendance.

The Safe and Civil School committee utilizes the Randy Sprick three tier discipline program. Students who fail to demonstrate positive behavior and/or regular attendance, may be required to attend SART/SARB meetings that determine appropriate classroom/school placement. Safe and Civil School surveys are provided annually to students and staff and to parents every other year. Survey results are reviewed by the committee and shared with staff.

The custodial staff does an excellent job keeping the grounds of our campus clean and orderly. We have had several trees removed and concrete poured to create a safe and clean image of the campus. In January 2012, our new multiuse facility was completed. The addition of the multiuse rooms allow space for assemblies, parent nights, and state testing. Additionally, in August 2011 our first marquee was installed. Our site consistently receives a score of nine or ten during the annual District Site Facility Visit. We believe that a neat and clean atmosphere promotes a positive environment for our students, conducive to learning.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	17
<b>Percent of Schools Currently in Program Improvement</b>	N/A	77.3

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	19	11	6	17	11	3		17	11	3				
Mathematics	24		7	21	4	3		21	4	3				
Science	21	1	6	14	6			14	6					
Social Science	20	9	4	17	9	1		17	9	1				

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	200
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.33	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist		N/A
Other	0.33	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$12,165.86	\$2,245.97	\$9,919.90	\$76,203.81
District	N/A	N/A	\$6,451.10	\$73,217
Percent Difference: School Site and District	N/A	N/A	53.8	4.1
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	74.7	2.7

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

### Types of Services Funded (Fiscal Year 2015-16)

The District grants funding to our site based on enrollment and site needs. The District will allocate categorical money based on student enrollment (CALPADS/CBEDS). Argus High School receives Title I categorical funding. Title I funds are used to supplement required programs in ensuring all students improve academic achievement in ELA and mathematics. All expenditures are reviewed and monitored by the School Site Council.

Representatives from Data Works and CUSD reviewed each classroom and provided feedback for the staff. The data was disaggregated and discussed during meetings and collaboration time. All certificated staff has participated in Lesson Demonstrations coordinated and implemented by Data Works. All certificated staff has participated in Lesson Studies and Lesson Design workshops facilitated by the CUSD coaching staff.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

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

Argus administration continues to hold collaboration and professional learning for staff at Argus High School as a top priority. Teachers are provided the opportunity to enhance knowledge of standards-based instruction and teaching methodology through a variety of conferences, seminars and workshops sponsored by Ceres Unified, the Stanislaus County Office of Education and other organizations. Information regarding conferences, seminars and speakers is distributed to staff regularly. Administrators also have the opportunity to receive professional development through ACSA and ASCD in addition to Ceres Unified and the Stanislaus County Office of Education. New teachers learn how to analyze their teaching and effectiveness through participation in either a two-year CUSD Induction Program or a two-year Stanislaus County BTSA induction program. Staff participates in professional development as related to the implementation of Literacy and California State Standards through staff meetings, workshops and during District led discussions.

Several staff members have attended conferences led by Solution Tree, focusing on Professional Learning Communities. Professional learning day agendas are built around the PLC key ideas.

The current school calendar reflects monthly collaboration meetings. During collaboration meetings teachers review data by department, teacher and student results. Collaboration time is also spent sharing lesson design ideas and researching current methods of implementing the California State Standards.

Staff members are included on all district committees. Committees by subject area have worked towards adopting new textbooks, developing pacing calendars and coordinating District benchmark assessments. Current committees include Curriculum and Instruction, Literacy, Substance Abuse (TUPE), School to Career and the Career Technical Education (CTE) committees.

Argus staff is also supported by an assigned District Curriculum Coach. This coach provides inservices, coaching and collaboration utilizing instructional strategies and alignment of the CUSD Instructional Norms, and facilitates discussions around the California State Standards.