

Whitmore Charter 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)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Whitmore Charter High School |
| Street | 3435 Don Pedro Rd. |
| City, State, Zip | Ceres, CA 95307 |
| Phone Number | 209.556.1617 |
| Principal | Sarah Olson |
| E-mail Address | saolson@ceres.k12.ca.us |
| Web Site | http://cereswcs.sharpschool.net/w_c_h_s-home |
| CDS Code | 50-71043-0107136 |

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

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

Whitmore Charter High School is located in the city of Ceres in the central San Joaquin Valley, 80 miles south of Sacramento and 95 miles east of San Francisco, in the heart of Stanislaus County.

Whitmore Charter High School first opened in 2002 with 5 students and currently has an enrollment of approximately 160 students. Currently there 15 full and part time teachers, 1 principal, 1 assistant principal, 1 full time learning director, 1 resource specialist and 1 school psychologist (shared with other schools in the district). Most of our staff members also share their positions with Whitmore Charter School of Arts and Technology and Whitmore Charter School of Personalized Learning, which are also on the same campus.

Whitmore Charter High School serves a broad cross section of students residing throughout Stanislaus and surrounding counties. WCHS offers a rigorous college prep program for students in grades 9-12 who desire a customized approach to high school. In partnership with advisory teachers, students and parents are encouraged to create a personalized plan designed to meet the unique needs of every student.

The mission of Whitmore Charter High School is to provide students in grades 9-12 and their parents the opportunity to create a customized educational plan for their high school experience. The student, the parent or guardian, and the Advisory Teacher work in partnership to develop a unique learning plan which is based on the student's interests, abilities, and educational goals. Whitmore Charter High School provides students with a wide range of innovative instructional modes from which to choose in designing their academic plan. These modes may include home schooling, on-campus classes, online/distance learning, vocational apprenticeships. Graduates of the Whitmore Charter High School are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers, who recognize that education is a life-long process, and who are prepared to enter their adult lives with vision, passion, and productivity.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 39 |
| Grade 10 | 47 |
| Grade 11 | 35 |
| Grade 12 | 17 |
| Total Enrollment | 138 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.7 |
| Asian | 1.4 |
| Filipino | 1.4 |
| Hispanic or Latino | 21.7 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 68.1 |
| Two or More Races | 3.6 |
| Socioeconomically Disadvantaged | 13 |
| English Learners | 0 |
| Students with Disabilities | 5.8 |
| Foster Youth | 0 |

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 | 12 | |
| Without Full Credential | | 1 | 2 | |
| Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | | 0 | 0 |
| Total Teacher Misassignments * | | 0 | 0 |
| Vacant Teacher Positions | | 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 |
| This School | 78.6 | 21.4 |
| All Schools in District | 94.3 | 5.8 |
| High-Poverty Schools in District | 94.6 | 5.5 |
| Low-Poverty Schools in District | 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: 1/2017

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 2010-2011 school year.

9-12

- Standards aligned, district adopted
- Standards aligned, district adopted
- Standards aligned, district adopted
- Standards aligned, district adopted

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| Reading/Language Arts | Yes State Board Adopted | | 0% |
| Mathematics | Yes State Board Adopted | | 0% |
| Science | Yes State Board Adopted | | 0% |
| History-Social Science | Yes State Board Adopted | | 0% |
| Foreign Language | Yes State Board Adopted | | 0% |
| Health | Yes State Board Adopted | | 0% |
| Science Laboratory Equipment (grades 9-12) | Yes | | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur often to identify any immediate concerns for repair. Through facility inspections occur comprised of a team of site and district personnel to identify future areas to address and prioritize facility needs. In our most recent inspection, January of 2016, we were rated a "9" on a 10 point scale.

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: 1/14/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Grounds: There is rotten wood on the outside walls of Rooms 33 and 39. The concrete next to the fire hydrant is sinking creating a trip hazard. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 1/14/2016 | | | | |
|---|-----------|------|------|------|
| 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 | 80 | 84 | 35 | 39 | 44 | 48 |
| Mathematics | 20 | 31 | 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 | 35 | 25 | 71.4 | 84.0 |
| Male | 11 | 17 | 15 | 88.2 | 73.3 |
| Female | 11 | 18 | 10 | 55.6 | 100.0 |
| White | 11 | 23 | 15 | 65.2 | 93.3 |

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 | 35 | 26 | 74.3 | 30.8 |
| Male | 11 | 17 | 16 | 94.1 | 37.5 |
| Female | 11 | 18 | 10 | 55.6 | 20.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 11 | 23 | 16 | 69.6 | 37.5 |

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) | 80 | 77 | 60 | 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 | 44 | 40 | 90.9 | 60.0 |
| Male | 16 | 15 | 93.8 | 73.3 |
| Female | 28 | 25 | 89.3 | 52.0 |
| White | 34 | 30 | 88.2 | 63.3 |

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)

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses 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 |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 34.5 | 10.3 | 31 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The WCHS Parent Advisory Council (PAC) is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The Parent Advisory Council meets regularly to review policy decisions. Additionally, the Parent Advisory Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our Connect Ed phone system in the form of emails and phone calls.

In addition, parents are provided with professional learning opportunities throughout the year to help support their students with instruction at home.

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 | 0.00 | 0.00 | 4.70 | 10.50 | 9.20 | 6.10 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 100.00 | 100.00 | 95.35 | 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 | 100 | 94 | 86 |
| Black or African American | 0 | 95 | 78 |
| American Indian or Alaska Native | 0 | 73 | 78 |
| Asian | 100 | 96 | 93 |
| Filipino | 0 | 86 | 93 |
| Hispanic or Latino | 100 | 96 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 57 | 85 |
| White | 100 | 90 | 91 |
| Two or More Races | 100 | 90 | 89 |
| Socioeconomically Disadvantaged | 100 | 82 | 66 |
| English Learners | 0 | 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 | 0.0 | 0.0 | 0.0 | 9.8 | 8.6 | 7.7 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the Leadership Team which consists of classroom teachers, classified staff and administration. WCHS works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "Connect-Ed" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

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 |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 17 |
| Percent of Schools Currently in Program Improvement | 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 | | | 2014-15 | | | 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 | 21 | 4 | 3 | 1 | 25 | 3 | 1 | 2 | 25 | 3 | 1 | 2 |
| Mathematics | 16 | 5 | 2 | 1 | 14 | 6 | 1 | 1 | 14 | 6 | 1 | 1 |
| Science | 16 | 4 | | 1 | 26 | 2 | | 2 | 26 | 2 | | 2 |
| Social Science | 33 | | 1 | 2 | 20 | 3 | | 2 | 20 | 3 | | 2 |

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 | 140 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .20 | N/A |
| Social Worker | | N/A |
| Nurse | .10 | N/A |
| Speech/Language/Hearing Specialist | .6 | N/A |
| Resource Specialist | 1 | N/A |
| Other | | N/A |

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

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

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | 9,445.07 | 1587.78 | 7,857.28 | 52,215.48 |
| District | N/A | N/A | 4,769.32 | \$73,217 |
| Percent Difference: School Site and District | N/A | N/A | 64.7 | -25.6 |
| State | N/A | N/A | \$5,677 | \$74,216 |
| Percent Difference: School Site and State | N/A | N/A | 46.9 | -27.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

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/>.

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 | 1 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | | N/A |
| Social Science | 1 | N/A |
| All courses | 3 | .9 |

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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Staff meetings occur two times a month and additionally two Friday's a month teachers have the opportunity to collaborate, learn strategies, and develop action plans to meet student needs.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in BTSA, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.