

# Argus Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<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>	jgordon@ceres.k12.ca.us
<b>Web Site</b>	argus.ceres.k12.ca.us
<b>CDS Code</b>	50-71043-5030200

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

### School Description and Mission Statement (School Year 2018-19)

#### 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 48,697 people, making it the third largest city in Stanislaus county. Ceres has almost doubled in size since 1990, resulting in increased enrollment at Argus.

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 73.8% Hispanic, 18.6% White, 2.4% Asian, 0% Filipino, 1.4% African-American, and 1% American Indian. English Learners comprise 13.3% of the student population and 84.8% of the students qualify for the National School Lunch Program.

Argus High School maintains a staff of seven regular education teachers, one full-time special education teacher, one office manager, one secretary IV, one attendance clerk, one community liaison, one campus supervisor, one full-time paraprofessional, one administrative assistant, two learning directors 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 Parent Square communication system, quarterly newsletters, an active website and several types of social media to keep home-school 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 Breast Cancer Awareness (October), the Great American Smokeout (November), a local canned food and toy drive (December), and Pennies for Patients through the Leukemia Society (January-February).

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.

#### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	9
Grade 11	84
Grade 12	117
Total Enrollment	210

#### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.0
Asian	2.4
Filipino	0.0
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.5
White	18.6
Socioeconomically Disadvantaged	90.5
English Learners	13.3
Students with Disabilities	10.5
Foster Youth	0.5

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	9	7	613
Without Full Credential	1	1	2	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

The school district held a public hearing on September 27, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017 AP English Language Bedford Freeman Worth Bedford Handbook (2006)/2016 AP English Language- Bedford Freeman Worth Bedford Reader 9th ed. (2006)/2016 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004) Calculus – Scott Foresman (2003) Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)	Yes	0%
<b>Science</b>	Grades 9-12 Biology – Prentice Hall Modern Biology (2006) Advanced Placement Biology: Biology in Focus (AP Edition) 2014  Chemistry – Holt Modern Chemistry (2002) and Visualizing Matter (2000) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015)  Physics – Holt Physics (2002) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015 Anatomy/Physiology – Wiley Introduction to the Human Body (2007)	Yes	0%
<b>History-Social Science</b>	Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019)  Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018)  Grade 11: HMH Social Studies: American History: Reconstruction to the Present: Student Edition 2019 Houghton Mifflin Harcourt (2018)  Grade 12: HMH Social Studies United States Government: Student Edition 2018 Houghton Mifflin Harcourt (2017)	Yes	0%
<b>Foreign Language</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.		0%
<b>Health</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
<b>Visual and Performing Arts</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%

**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 student activities and assemblies.

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)**

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 10/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Classroom 18: There are chemicals out or under the sink area. Classroom 7: There are chemicals out or under the sink area.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 10/12/2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	7.0	8.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	2.0	21.0	25.0	37.0	38.0

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.

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	109	96.46	8.26
Male	63	60	95.24	8.33
Female	50	49	98.00	8.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	87	85	97.70	8.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	101	97.12	8.91
English Learners	40	40	100.00	2.50
Students with Disabilities	--	--	--	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	109	96.46	1.85
Male	63	60	95.24	0
Female	50	49	98	4.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	87	85	97.7	1.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	6.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	101	97.12	2
English Learners	40	40	100	2.5
Students with Disabilities	--	--	--	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## Career Technical Education Programs (School Year 2017-18)

Argus High School does not have the flexibility with staffing and section allotment in the master schedule to offer CTE programs, however, Argus students do have the opportunity to attend CTE 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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 School Plan for Student Achievement and the site budget. In addition, Argus staff supports the School Safety Team and the Family Engagement Team. The School Safety Team meets regularly to review data collected from student, parent and staff surveys. This data is used to 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. Modesto Junior College and Argus/Endeavor staff work in partnership to help students enroll in a variety of post-secondary options. In addition, Financial Aid and college nights are held throughout the year to assist students and parents with application procedures.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	5.7	16.1	14.1	6.1	6.9	7.2	10.7	9.7	9.1
<b>Graduation Rate</b>	90.5	71.4	66.3	89.3	87.8	86.3	82.3	83.8	82.7

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	72.0	89.8	88.7
<b>Black or African American</b>	0.0	57.9	82.2
<b>American Indian or Alaska Native</b>	20.0	37.5	82.8
<b>Asian</b>	100.0	93.4	94.9
<b>Filipino</b>	0.0	100.0	93.5
<b>Hispanic or Latino</b>	79.5	90.3	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	88.9	88.6
<b>White</b>	55.6	92.8	92.1
<b>Two or More Races</b>	0.0	80.0	91.2
<b>Socioeconomically Disadvantaged</b>	67.1	90.2	88.6
<b>English Learners</b>	83.3	59.6	56.7
<b>Students with Disabilities</b>	100.0	100.0	67.1
<b>Foster Youth</b>	0.0	33.3	74.1

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	13.7	36.5	16.0	7.7	10.1	7.0	3.7	3.7	3.5
<b>Expulsions</b>	0.3	0.0	0.6	0.2	0.3	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

Argus High School Comprehensive Safety Planning Team and Advisors:

Consultants:

Steve Carvalho, School Resource Officer, Ceres Police Department  
 Brian Chandler, Administrative Assistant, Child Welfare and Attendance

Staff:

Jan Gordon, Principal  
 Paula Aguiar, Learning Director  
 JoDee DeSouza, Learning Director  
 Andres Garcia, Administrative Assistant  
 Marissa Alamo, Campus Supervisor

Additional input to modify/update the plan was provided by the School Site Council, including parent Raquel Hernandez, student Luis Hernandez Enriquez and staff members Vanessa Monn and Elizabeth Ojeda.

The 2018-19 Safety Plan was revised by School Safety team and approved by the School Site Council on November 7, 2018. In addition, the plan was shared with staff members on December 10, 2018.

Key elements of the Safety Plan include:

Argus High School staff has high expectations for all students. All new students attend an orientation where school rules, procedures, and expectations are reviewed. The student handbook is posted on the school's website for student and parent review and reference. 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 their educational goals. 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.

Argus High School staff has begun implementing The Champion Model PBIS System. Students who demonstrate positive behavior and/or regular attendance are recognized with weekly announcements and at quarterly awards assemblies. Surveys related to student safety and emotional well-being are provided annually to students and staff and to parents every other year. Survey results are reviewed by the committee, staff and shared with the School Site Council.

The custodial staff does an excellent job keeping the grounds of our campus clean and orderly. In January 2012, our new multiuse facility was completed. 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 well maintained campus promotes a positive environment for our students, conducive to learning.

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

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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+
<b>English</b>	19.0	9	1		17.0	9	1		23.0	4	6			
<b>Mathematics</b>	18.0	4	2		17.0	5	1		20.0	4	2			
<b>Science</b>	17.0	6			16.0	5			19.0	4	1			
<b>Social Science</b>	19.0	7	3		19.0	5	3		22.0	4	6			

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	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 (non-teaching)		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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,853.49	\$2,663.45	\$11,190.05	\$89,008.86
District	N/A	N/A	\$6,451.10	\$78,515
Percent Difference: School Site and District	N/A	N/A	53.7	12.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	44.4	11.1

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

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.

The CUSD Instructional Coaching staff has worked with site staff and provided feedback regarding lesson design and instructional strategies to improve student learning. Common Formative Assessment and Summative Assessment data was reviewed and discussed during staff meetings and collaboration time. All certificated staff has participated in Lesson Studies and Lesson Design workshops facilitated by the CUSD coaching staff.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,742	\$49,512
Mid-Range Teacher Salary	\$76,883	\$77,880
Highest Teacher Salary	\$103,252	\$96,387
Average Principal Salary (Elementary)	\$116,427	\$123,139
Average Principal Salary (Middle)	\$123,168	\$129,919
Average Principal Salary (High)	\$137,253	\$140,111
Superintendent Salary	\$228,718	\$238,324
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

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)**

The school site had 17 planning days and 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 18 planning days and 5 professional development days.

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 a two-year CUSD 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 key PLC principles.

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. Content areas committees have worked towards adopting new textbooks, developing standards maps and coordinating common formative and summative assessments. Current committees include Educational Services Advisory, 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 training, coaching and collaboration utilizing instructional strategies, alignment of the CUSD Instructional Norms, and facilitates discussions around the California State Standards.