

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Gonzales High

Address: 501 Fifth St. Gonzales, CA 93926

Principal: Mr. Julius Purnsley, Principal

Phone: (831) 675-2495

Email: jpurnsley@gonzales.k12.ca.us

Web Site: www.gonzalesusd.net

CDS Code: 27754732730885

Gonzales Unified

Superintendent: Yvette Irving

Phone: (831) 675-0100

Email: yirving@gonzales.k12.ca.us

Web Site: www.gonzalesusd.net



I DATA AND ACCESS

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Gonzales Unified
 Phone Number: (831) 675-0100
 Superintendent: Yvette Irving
 E-mail Address: yirving@gonzales.k12.ca.us
 Web Site: www.gonzalesusd.net

School Contact Information Most Recent Year

School Name: Gonzales High
 Street: 501 Fifth St.
 City, State, Zip: Gonzales, CA 93926
 Phone Number: (831) 675-2495
 Principal: Mr. Julius Purnsley, Principal
 E-mail Address: jpurnsley@gonzales.k12.ca.us
 Web Site: www.gonzalesusd.net
 County-District-School
 (CDS) Code: 27754732730885

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

The GUSD vision is that the students of Gonzales Unified School district are the most precious resource of our community. We believe that by building strong relationships among all stakeholders, providing relevant 21st Century learning and fostering a nurturing school climate, ALL of our students will succeed and thrive.

It is our mission to:

- Make all school and district decisions based on the best interests of our students
- Provide all students with a rigorous, dynamic, and innovative curriculum with diverse learning opportunities
- Ensure that each school is safe, healthy, caring and conducive to learning
- Recognize and celebrate each student's individual talents and accomplishments.

Gonzales High School is committed to carry out the vision and mission of the district. We are a 4-year comprehensive high school with about 780 students. At GHS our graduation rate has been consistently well above the state and national average for many years. There are many contributing factors not the least of which is the unique Gonzales community and culture.

All students create a five-year plans during the last semester of 8th grade to assist them in focusing and planning for college or a career. These plans are revisited every year, one on one with a counselor and adjusted based on performance, interests and student preference. This information is used to create a Master Schedule of courses in an effort to meet these requests. This year, we have added coordinators to help district-wide in College and Career Pathways. Students have been able to participate in surveys that help them identify their strengths and interests and this data will help all of us to plan and support students moving forward.

GHS has successfully transitioned to common core in Math and Language Arts with the adoption of new curriculums, the creation of curriculum guides and common assessments for progress monitoring and end of quarter benchmarks. We have a dedicated ELD curriculum targeting our Long Term English Learners and based on next-generation standards. Our Science department is involved in a Next Generation Grant program with other south county schools as we continue our journey towards transition. GHS has a very vibrant Visual and Performing Arts Team that continues to grow and improve as we add in several Advanced sections and collaborate with our middle school on a musical.

The GHS Agriculture Team has adopted several new science options relevant to the community in which we live. Our FFA Chapter is ranked in the top 10% of all the state chapters providing students with experiences and opportunities that serve them for life. The Career Technical Education offerings continue to expand and with the addition of K-12 Coordinators for Career and College Pathways this section holds much promise for the future of GHS students as we add in pathways that provide relevant education and experience so that students have options for their future.

While we focus on effective interventions we also invest time and training into strengthening our current Advanced Placement offerings and preparing our students for possible additions to this program. Athletics and other extracurricular clubs are in abundance at GHS and provide our students with motivation and experiences that help prepare them not only for graduation but for life. The Gonzales Youth Council has student representatives from Fairview Middle School, Gonzales High School and Somavia Alternative High School who serve on both the city council and school board.

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

Grade Level	Number of Students
Grade 9	230
Grade 10	190
Grade 11	174
Grade 12	191
Total Enrollment	785

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

Student Group	Percent of Total Enrollment
Black or African American	0.1%
American Indian or Alaska Native	0.3%
Asian	0.1%
Filipino	0.6%
Hispanic or Latino	96.2%
Native Hawaiian/Pacific Islander	
White	2.4%
Two or More Races	0.1%
Socioeconomically Disadvantaged	86.9%
English Learners	18.5%
Students with Disabilities	6.1%
Foster Youth	0.1%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential		35	38	111
Without Full Credential		3	3	5
Teaching Outside Subject Area of Competence (with full credential)		1	2	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners		1	1
Total Teacher Misassignments*	1	3	1
Vacant Teacher Positions		0	3

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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: July 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Holt Literature & Language Arts 2003 Courses 3-6 grades 9-12; High Point Basic: Hampton-Brown Edge Reading Writing and Language, Levels A & B grades 9-12; Scholastic Read 180/S44 NG 2012 Gr 9-12.	High Point Basic: Hampton-Brown Edge Reading Writing and Language, Level A: Hampton-Brown Edge Reading Writing and Language, Level B: Hampton-Brown Holt Literature and Language Arts 3rd Course, 9: Holt, Rinehart & Winston Holt Handbook, 3rd Course, 9: Holt, Rinehart, & Winston Holt Literature and Language Arts 4th Course, 10: Holt, Rinehart & Winston Holt Handbook, 4th Course, 10: Holt, Rinehart, & Winston Holt Literature and Language Arts 5th Course, 11: Holt, Rinehart & Winston Holt Handbook, 5th Course, 11: Holt, Rinehart, & Winston Holt Literature and Language Arts 6th Course, 12: Holt, Rinehart & Winston Holt Handbook, 6th Course, 12: Holt, Rinehart, & Winston	0%
Mathematics	Prentice Hall CA Algebra I 2009; Prentice Hall CA Algebra 2 2004; Prentice Hall CA Geometry 2004; South-Western Busines Math 16th Edition 2006; Key Curriculum Press Pre-Calculus w/Trigonometry 2007; Key Curriculum Press Calculus 2005.	Calculus Concepts and Applications: Key Curriculum Press Prentice hall Algebra I (SEI): Prentice Hall Prentice Hall Mathematics Algebra 2: Prentice Hall Prentice hall Mathematics-Geometry: PSCH Advanced Mathematics Precalculus W/Discret Math: Houghton Mifflin Business Math: ITP	0%
		Earth Science Geology the	

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Science	Holt CA Environmental Science 2006; Glencoe CA Biology 2007; AGS Biology Cycles of Life 2006; Glencoe/McGraw Hill CA Earth Science 2007; McGraw Hill AP Environmental Science Global Concern 2007; Holt CA Chemistry 2007; Prentice Hall Conceptual Physics 2009; Prentice Hall Giancoli Physics 5th Edition 1998; Prentice Hall Introduction To veterinary Science: Delmar 2005	Environment: Glencoe/McGraw Hill; Environmental Science a Global Concern: Glencoe/McGraw Hill; Environmental Science: Holt, Rinehart & Winston Biology: Glencoe/McGraw Hill; Holt Science Spectrum a Balanced Approach: Holt, Rinehart & Winston; Chemistry: Holt, Rinehart & Winston; Conceptual Physics: Prentice Hall; Introduction To veterinary Science: Delmar;	0%
History-Social Science	Glencoe/McGraw Hill World History 2005; Prentice Hall U.S. History 3rd Edition 2000; Bedford St. Martins America's History (AP) 8th Edition 2014; Glencoe/McGraw Hill U.S. Government 2008; Glencoe/McGraw Hill Economics Today & Tomorrow 2005; Pearson/Prentice Hall American Government Continuity & Change 2006	American Government Continuity and Change: Prentice Hall Americas History; Bedford/St Martins Economics Today and Tomorrow: Glencoe/McGraw Hill World History Modern Times: Glencoe/McGraw Hill United States Government Democracy in Action: Glencoe/McGraw Hill American Pthways To the Presnet Modern American History: Prentice Hall	0%
Foreign Language	McDougal Littel En Espanol 1 & 2 2004; Holt Nuevas Vistas 2006; Pearson Sendas Literarias 2005	En Espanol 1: McDougal Littel; En Espanol 2: McDougal Littel; J. Wiley & Son Avanzando © 1997 for Gonzales High, grades 9-12, 1998; Holt Nuevas Vistas © 2006 for Espanol 1, grades 9-12, 2011	0%
Health	Prentice Hall Health 2007; Princeton Health Press LifeSkills Curriculum Training 2004	Prentice Hall Health © 2007 for Gonzales High, grades 9-12, 2008; Princeton Health Press LifeSkills Curriculum Training © 2004	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Earth Science Geology the Environment: Glencoe/McGraw Hill; Environmental Science a Global Concern: Glencoe/McGraw Hill; Environmental Science: Holt, Rinehart & Winston Biology: Glencoe/McGraw Hill; Holt Science Spectrum a Balanced Approach: Holt, Rinehart & Winston; Chemistry: Holt, Rinehart & Winston; Conceptual Physics: Prentice Hall; Introduction To veterinary Science: Delmar; All laboratory materials and equipment are provided to all students.	Earth Science Geology the Environment: Glencoe/McGraw Hill; Environmental Science a Global Concern: Glencoe/McGraw Hill; Environmental Science: Holt, Rinehart & Winston Biology: Glencoe/McGraw Hill; Holt Science Spectrum a Balanced Approach: Holt, Rinehart & Winston; Chemistry: Holt, Rinehart & Winston; Conceptual Physics: Prentice Hall; Introduction To veterinary Science: Delmar; All laboratory materials and equipment are provided to all students.	0%

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Gonzales High School on an annual basis in accordance with Education Code 17592.72(c)(1). Gonzales High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent inspection took place this July 2018.

The Monterey County Office of Education Team visited Gonzales Unified School District on September 4, 2018, and reviewed the District's William's Act Facility Inspection Tool (FIT) Report.

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: July 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	-	✓	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: July 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	49%	41%	32%	28%	48%	50%
Mathematics (grades 3-8 and 11)	15%	12%	16%	15%	37%	38%

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	180	175	97.22%	40.80%
Male	94	92	97.87%	37.36%
Female	86	83	96.51%	44.58%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	175	170	97.14%	40.59%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	154	150	97.40%	38.26%
English Learners	79	74	93.67%	12.16%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	26	26	100.00%	34.62%
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	180	176	97.78%	11.93%
Male	94	92	97.87%	16.30%
Female	86	84	97.67%	7.14%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	175	171	97.71%	11.70%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	154	151	98.05%	9.93%
English Learners	79	75	94.94%	2.67%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	26	26	100.00%	19.23%
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 High School

Subject	Percent 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 new California Science Test (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 (CTE) Programs (School Year 2017-18)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and course of study. Before the beginning of the freshman year, students meet with the counselor to discuss their four year plan and are introduced to Gonzales HS 's career and technical education programs. Counselors meet with the students at least twice each subsequent year to revise the four year plan as needed.

Regional Occupation programs (ROP) are offered in partnership with the County Office of Education. Programs offered include Construction Technology, Introduction to Construction, Computer Literacy, Basic Agriculture First Year, Basic Agriculture Second Year, Digital Media, Animal Science, Floriculture (Beginning and Advanced), Culinary Arts (Beginning and Advanced) and Manufacturing Technology.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	514
Percent of pupils completing a CTE program and earning a high school diploma	63%
Percent 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
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.55%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	26.88%

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9	32.90%	34.30%	7.70%

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 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)

Parents are encouraged to be involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Committees include School Site Council/English Learner Advisory Council, Migrant Parent Advisory Committee, and District English Learner Advisory Committee.

Parents stay informed on upcoming events and school activities through Connect Ed phone calls, the school marquee, Cafecitos, Aeries parent portal, GUSD App, and the school website

School Activities Include: Back to School Night, Grade Level Parent Nights, Alumni Events, Sports Events and Banquets, Music programs, Award Breakfasts or Award Nights and Agricultural Sciences program events.

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
Dropout Rate	1.7%	0.6%	1.2%	3.2%	2.7%	2.7%	10.7%	9.7%	9.1%
Graduation Rate	95.3%	97.7%	95.2%	93.0%	94.7%	90.3%	82.3%	83.8%	82.7%

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

Student Group	School	District	State
All Students	96.97	91.85	88.72
Black or African American	100.00	100.00	82.15
American Indian or Alaska Native	.00	.00	82.81
Asian	.00	.00	94.93
Filipino	.00	.00	93.45
Hispanic or Latino	97.45	92.00	86.54
Native Hawaiian/Pacific Islander	100.00	100.00	88.56
White	83.33	85.71	92.12
Two or More Races	.00	.00	91.15
Socioeconomically Disadvantaged	97.16	92.95	88.64
English Learners	77.42	68.42	56.74
Students with Disabilities	80.00	66.67	67.12
Foster Youth	.00	.00	74.08

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
Suspensions	4.80	5.19	4.36	7.33	4.88	5.82	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.24	0.08	0.20	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Gonzales High School mission is to provide our students the opportunity to develop into mature, responsible, respectful, and productive citizens who possess the necessary skills to be successful in the worlds of work, postsecondary education, and/or vocational education. The staff at Gonzales High School are trained in social-emotional well-being, positive reinforcement, and emergency response procedures and protocols (Alert-Lockdown-Inform-Counter-Evacuate or ALICE).

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Gonzales High School promotes educationally and psychologically healthy environments for all children and youth. Gonzales High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents, and the community. Gonzales High School further recognizes that safe school practices make major contribution to academic and school improvement efforts.

The Gonzales High School Comprehensive School Site Safety Plan was developed in collaboration with Local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in on-line and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to GHS staff through the Instructional Council, Thursday department PLC's, staff development meetings and School Site Council/ELAC meetings on an annual basis.

Using survey data from staff and students we developed 3 goals to work toward that were seen as priorities by all stakeholders. The three main goals are :

- Build and support a community of Kindness, Tolerance and Respect.
- Improve cleanliness of facilities and maintain appearances.
- Work together with all stakeholders to improve attendance in the area of tardies.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	26	9	18	2
Mathematics	25	3	6	2
Science	22	9	13	
Social Science	23	8	15	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	27	7	16	7
Mathematics	20	4	3	
Science	24	3	16	
Social Science	29	2	15	2

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	24	16	17	5
Mathematics	26	7	16	6
Science	25	5	15	3
Social Science	26	7	8	6

* 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	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	0	N/A
Other	1.33	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	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7342	\$1021	\$6321	\$73895
District	N/A	N/A	\$9486	\$73683
Percent Difference – School Site and District	N/A	N/A	-33.36%	0.29%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	-45.26%	3.51%

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

Types of Services Funded (Fiscal Year 2017-18)

Gonzales High School administers Math and Language Arts diagnostics to all incoming 8th graders so that student are placed according to their needs and interests. Read 180 serves struggling readers and Newcomers as a 2 period Intervention Course. GHS also provides Intensive Language Arts 1 and 2, both A-G approved, as hybrid courses that provide additional support for struggling readers. Long Term English Learners are placed into a designated ELD 3 course in addition to their grade level Language Arts to address their special needs. WE have also offered a Transitional Writing class in prior years to support students transition from Read 180.

Integrated Math was adopted in 2014-2015 and has been fully implemented as of 2016-2017 with the addition of Integrated Math III (MVP) GHS offers Integrated Math 1A and B for students who struggle with the content and pace of Math I as evidenced by either the diagnostic exam or performance. Students in these intervention classes are provided additional support with after school and Saturday tutoring and the use of Math XL to help strengthen any skill gaps they might have.

In 2016-2017, GHS is on a 5 day 6 classes a day schedule with no homeroom or blocks. Staff agreed to dedicate Thursdays for providing student with interventions based on the previous weeks performance data. Students work with teachers reviewing AERIES gradebook to complete missing assignments, participate in re-teach /enrichment lessons and social emotional activities.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43237	\$45681
Mid-Range Teacher Salary	\$71758	\$70601
Highest Teacher Salary	\$102629	\$89337
Average Principal Salary (Elementary)	\$120123	\$110053
Average Principal Salary (Middle)	\$128100	\$115224
Average Principal Salary (High)	\$134387	\$124876
Superintendent Salary	\$185807	\$182466
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: 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)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	2	N/A
All courses	4	10.4%

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development activities at Gonzales High School center on the California Common Core State Standards and Frameworks. Professional development activities support adoption of new curriculum, implementation of new programs and focused improvement of current practices. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

GUSD provided two dedicated days of professional development in August and January of each school year for 2015-2016, 2016-2017 and 2017-2018 Day one was oriented toward shared needs and staff rotated through a series of common trainings. Day two was planned by each site based on their needs. Topics included but were not limited to GLAD strategies, GRR lesson planning, Kagan Strategies and student talk, Illuminate Data System, Social Emotional Education, Data analysis, Close Reading, Step Up to Writing, Curriculum Guide Development, Common Core for all teachers, development of common assessments, effective collaborative group lesson design, how to improve academic rigor through DOK, effective PLC's, leadership, PBIS, school safety, AERIES student information system, grading practices and agreements, and exposure to and discussion of educational articles, videos and literature.

Additionally sites and the district allocate funding for staff to participate in conferences and trainings that are off site. follow up is supported by out site TOSA'S (Teacher on Special Assignment) and administrative Walk Throughs with feedback. District teams conduct quarterly Instructional Rounds and the trend data which focuses on EL Visuals, Student talk, DOK levels and effective collaborative group lesson design. The results help inform additional professional development which the administration provides in collaboration with the department chairs who together form the Instructional Council.