

# Bassett Senior High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Bassett Senior High School
<b>Street</b>	755 Ardilla Ave.
<b>City, State, Zip</b>	La Puente, CA 91746
<b>Phone Number</b>	626-931-2800
<b>Principal</b>	Gabriel A. Griego
<b>E-mail Address</b>	ggriego@bassettusd.org
<b>Web Site</b>	<a href="http://www.bassettusd.org/Domain/13">http://www.bassettusd.org/Domain/13</a>
<b>CDS Code</b>	19 64295 1930700

<b>District Contact Information</b>	
<b>District Name</b>	Bassett Unified School District
<b>Phone Number</b>	626-931-3000
<b>Superintendent</b>	Debra French
<b>E-mail Address</b>	dfrench@bassettusd.org
<b>Web Site</b>	<a href="http://www.bassettusd.org">http://www.bassettusd.org</a>

### School Description and Mission Statement (School Year 2017-18)

Bassett High School is located in the San Gabriel Valley, fifteen miles east of Los Angeles. Bassett Unified School District attendance areas include unincorporated areas of Los Angeles County (Valinda and Bassett) and portions of the cities of La Puente, Baldwin Park, and City of Industry. Bassett High School opened its doors in September 1965, serving the surrounding community for 53 years. The school population has two significant subgroups: Hispanic/Latino and socio-economically disadvantaged. The school's ethnic diversity has remained stable. 87.4% of students participate in the free or reduced lunch program. 16.6% of our students are English Learners and the GATE population has increased since 2007 and is currently 106 students. The school offers the following programs: a Regional Services Orthopedically Impaired program, a Special Education program, an English Learners program, Advanced Via Individual Determination (AVID) and a Health Academy which has existed for 16 years.

Bassett High School engages students, staff, parents, and the community as partners in providing a high quality common core standards-based education and extra-curricular program. Students are challenged to develop and apply their knowledge, skills, and talents.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	252
<b>Grade 10</b>	279
<b>Grade 11</b>	274
<b>Grade 12</b>	261
<b>Total Enrollment</b>	1,066

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.1
<b>American Indian or Alaska Native</b>	0.3
<b>Asian</b>	3.1
<b>Filipino</b>	1
<b>Hispanic or Latino</b>	92.7
<b>Native Hawaiian or Pacific Islander</b>	0.1
<b>White</b>	1.7
<b>Two or More Races</b>	0
<b>Socioeconomically Disadvantaged</b>	87.4
<b>English Learners</b>	16.6
<b>Students with Disabilities</b>	16.2
<b>Foster Youth</b>	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	46	45	44	
Without Full Credential	0	0	4	
Teaching Outside Subject Area of Competence (with full credential)	0	3	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	2	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 2017-18)

Year and month in which data were collected: January 2018

Bassett Unified and Bassett High School ensure that all students have access to the required curriculum materials in all core content areas. In addition, funds are set aside from LCFF and Title I funding to purchase supplementary materials to assist with implementation of Common Core.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw-Hill, 2017</p> <p>Comprehensive, Program 2, ELA &amp; ELD adoption. Each grade level adoption has both integrated and designated ELD curriculum.</p> <p>9 RLA 9 McGraw Hill StudySync Grade 9 California Reading and Writing Companion for ELA/ELD Units 1, 2, 3, and 4 2017</p> <p>10 RLA 10 McGraw Hill StudySync Grade 10 California Reading and Writing Companion for ELA/ELD Units 1, 2, 4, and 4 2017</p> <p>11 RLA 11 McGraw Hill StudySync Grade 11 California Reading and Writing Companion for ELA/ELD Units 1, 2, 3, and 4 2017</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	12 RLA 12 McGraw Hill StudySync Grade 12 California Reading and Writing Companion for ELA/ELD Units 1, 2, 3, and 4 2017		
<b>Mathematics</b>	9th - 12th  Integrated Mathematics I, II, III - Houghton Mifflin - Big Ideas, 2016  Pre-Calculus (Gen) - McDougal Littell, 2007 - PreCalculus with Limits  Pre-Calculus (Hon) - McDougal Littell, 2007 - PreCalculus with Limits, A Graphing Approach  AP Calculus - Houghton Mifflin, 2007 - Calculus - Of A Single Variable Early Transcendental Functions 4th ed.  AP Calculus BC - Brooks/Cole, 1991- Calculus-The Classic Edition, 5th Ed.  Statistics - Glencoe McGraw-Hill , 2007- Elementary Statistics – A Step by Step Approach  AP Statistics (10th – 12th) - WH Freeman & Company, 2012 - The Practice of Statistics, 4th ed.  Applied Math - Glencoe McGraw-Hill, 2007 - Mathematics with Business Applications  Special Education - Globe Fearon, 2001 - Pacemaker - Algebra 1  Special Education - Glencoe McGraw-Hill, 2007 - Mathematics with Business Applications	Yes	0
<b>Science</b>	9th - 12th  Earth Science 9th Prentice Hall California Earth Science 2006  Biology (Gen/Honors) 9th- 12th GEN/HON: Holt, Rinehart & Winston Biology 2007  SPED 9th-12th Global Feason Pacemaker Biology 2004  AP Biology 10th - 12th McGraw Hill AP edition 2013  Physics (Gen) 12th Pearson/Prentice Hall Conceptual Physics 2006	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry 10th - 12th Pearson/Prentice Hall Chemistry 2007  AP Chemistry 11th Pearson/ Prentice Hall Chemistry: The Central Science 2006  Anatomy & Physiology 11th - 12th Benjamin Cummings Essentials of Anatomy & Physiology, 3rd Edition 2003		
<b>History-Social Science</b>	10 Modern World History (Gen) - Pearson/Prentice Hall, 2007 - World History: The Modern World  10th – 12th Modern World History (AP) - Wadsworth Cengage Learning, 2011 - The Earth and Its Peoples, A Global/History  11 U.S. History (Gen) - McDougal Littell, 2006 The American Reconstruction to the 21st Century  11 U.S. History (AP) -Cengage Learning, 2016 The American Pageant AP Edition, 16th Ed.  12 American Government - Prentice Hall, 2005 Magruder's The American Government  12 Economics - Pearson/Prentice Hall, 2007 Economics: Principles in Action  11th – 12th Psychology - Pearson Psychology & Life  11th – 12th Psychology AP - Worth Publishing, 2004 Psychology, 7th Ed  Ethnic Studies - Seven Stories Press, 2012 A Different Mirror for Young People: A History Of Multicultural America  SPED - Global Fearson, 2004 Pacemaker US History	Yes	0
<b>Foreign Language</b>	9th – 12th  Spanish 1 Non-Spanish Sp. McDougal Littell, 2000 En Español 1  Spanish 2 Non-Spanish Sp. McDougal Littell, 2000 En Español 2  Spanish 3 Non - Spanish Sp. McDougal Littell, 2000 En Espanol 3  Spanish 1 Spanish Speaker Thomas Learning, 2001 Sendas Literarias 1  Spanish 2 Spanish Speaker Prentice Hall, 2001	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Sendas Literarias 2  AP Language (Spanish) Vista Higher Learning, 2014 Temas AP Spanish Language & Culture  AP Literature (Spanish) Holt McDougal Littell, 2013 Abriendo Puertas Ampliando Perspectivas		

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

The Williams visiting team found the facilities at Bassett HS to be in "Good Condition."

Solar panels have been installed in a staff parking lot and in a field area to conserve energy and reduce operating costs.

The Bassett HS library has been remodeled. There are five computer labs that are used regularly for instruction and online assessment. Finally, all classrooms have been upgraded with new technology (classroom displays and sound enhancement and either iterative projectors or 80 inch monitors) as well as new student furniture to facilitate collaboration .

Additional work is being performed to include creating new robotics lab and other modifications to the intruder alarms system. Our pool is out of commission but will remodeled in 2019. Front of the school, center quad, stadium snack bar, and gym air condition will all be projects being started at the high school.

**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: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			During the summer of 2015 modernization program all classrooms and designated locations had new carpet installed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			During spring 2016 additional 440/220 volt service was provided in the computer lab # 210 for additional lab space. Additional circuits were added for future expansion.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			New ice machine was installed in the activities office

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			During the 2016 Christmas recess ASCIP conducted a chemical & hazardous inventory of all the science classrooms
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: September 2017				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	60	68	41	42	48	48
Mathematics (grades 3-8 and 11)	25	26	27	29	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	263	98.5	68.06
Male	155	152	98.06	63.16
Female	112	111	99.11	74.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	249	246	98.8	67.07
White	--	--	--	--
Socioeconomically Disadvantaged	243	241	99.18	68.88
English Learners	83	80	96.39	50
Students with Disabilities	45	43	95.56	16.28
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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	262	98.13	26.34
Male	155	151	97.42	29.14
Female	112	111	99.11	22.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	249	245	98.39	25.31
White	--	--	--	--
Socioeconomically Disadvantaged	243	240	98.77	27.08
English Learners	83	80	96.39	5
Students with Disabilities	45	42	93.33	2.38
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	24	30	36	34	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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

We currently have a Health Academy that is funded by the Local Education Agency (LEA) through the California Partnership Academy Grant and the La Puente Valley Regional Occupational Program (ROP) to support Career Technical Education (CTE). Our Health Academy has a partnership with Kaiser Permanente in which seniors in the program complete internships at the Baldwin Park Kaiser Hospital. The following classes are in sequenced for our students per grade that both the LEA and ROP provide:

10th-English, Biology, Medical Foundation (ROP)

11th-English, US History, Medical Assisatance (ROP)

12th-English, Chemistry, Hospital Occupation (ROP)

Other CTE courses supported by ROP:

Physical Therapy, Sports Medicine, Criminal Justice, Forensic Science, Digital Graphic Design I, Web Design, Advanced Computer Applications, and Pre- Engineering

The District's Regional Advisory Committee is run through La Puente Valley ROP.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	638
<b>% of pupils completing a CTE program and earning a high school diploma</b>	25%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	5%

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	96.81
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	31.84

## 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.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.5	20.8	13.1

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Most of the parents in this community are working-class. They are very supportive of the educational programs at Bassett High School. Parents continue to participate in an advisory capacity to facilitate school decision-making and advocacy, primarily through the following organizations and programs:

- The Band Club raises funds and physically assists in the logistics and preparation necessary for the functions that the band participates in each year.
- Parent-Teacher-Student Association, with approximately 80 members, is active in providing a Reflections Arts Display program in addition to granting student scholarships.
- School Site Council is a valuable school resource, addressing compliance issues, school functions, and activities. It is also an important source for parent participation in designating revenue to a variety of school groups for educational enhancements.
- There are monthly "Coffee with the Principal" meetings that are held in the morning which allow parents to dialogue with the principal to gain information about the school and share concerns.
- BHS also has an English Language Advisory Committee to allow parents to be informed on the progress of our ELs and give them a voice on how to make our programs better.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.1	2	0	3.5	3.6	1.4	11.5	10.7	9.7
Graduation Rate	96.82	94.76	98.39	94.52	93.21	97.13	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	92.11	87.38	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	92.58	87.58	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	93.81	87.92	85.45
English Learners	38.71	34.09	55.44
Students with Disabilities	62.07	63.33	63.9
Foster Youth	0	0	68.19

**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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.7	3.1	5.0	3.1	2.8	3.3	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Bassett High School creates a safe and secure environment for students and staff in a variety of ways. Bassett HS has 3 full-day security guards. The school has a progressive discipline program which is aimed at teaching and reinforcing positive behaviors through the Positive Behavior Intervention Supports (PBIS) Program. In addition, the school safety plan is updated annually and details the roles and procedures for emergencies or unforeseen circumstances. The Plan is reviewed with staff in August through a PowerPoint presentation at our monthly staff meeting for all personnel. Emergency procedures are also included in the staff handbook. Lastly, Bassett HS has frequent drills to prepare students and faculty for any emergency.

## 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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

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

Subject	2014-15				2015-16				2016-17			
	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	25	18	15	16	26	15	17	14	27	12	15	17
Mathematics	27	9	15	16	15	14	5	1	16	15	6	
Science	28	6	7	14	29	4	4	18	18	20	15	4
Social Science	26	10	11	8	26	7	12	9	19	23	18	5

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	338
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6377	87	6289	77147
District	N/A	N/A	10019	\$80,858
Percent Difference: School Site and District	N/A	N/A	-45.7	-4.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-4.4	10.2

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

**Types of Services Funded (Fiscal Year 2016-17)**

The Advancement Via Individual Determination (AVID), and tutoring are funded by categorical monies. Mental health services are provided by a privately funded agency named Pacific Clinics for our medical cal students as well as the general population students. These programs are very successful for our at risk students.

English Language Learners are supported primarily through context rich and language developmentally appropriate instruction that is supported through teacher professional development. Students were provided after school tutoring with Math and English teachers. 12th grade English Learners were provided assistance with college admissions and financial aid applications. Student performance was monitored regularly by a language assessment assistant and English Language Learner teacher Assistant. Field trips and technology help support the ELD Program.

Professional Learning Communities professional development has been provided for all Lead teachers and administrators.

Math tools and professional development have been funded by Title 1. Coordinating with teachers to continue to work on common assessments, diagnostic test, pacing guides and interventions are also supported with Title 1.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,905	\$44,144
Mid-Range Teacher Salary	\$72,216	\$69,119
Highest Teacher Salary	\$88,051	\$86,005
Average Principal Salary (Elementary)	\$107,316	\$106,785
Average Principal Salary (Middle)	\$109,450	\$111,569
Average Principal Salary (High)	\$121,799	\$121,395
Superintendent Salary	\$209,525	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	7%	6%

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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	10	16.2

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)**

There are 30 scheduled school meetings before school and 10 minimum days dedicated to professional development (PD) at Bassett HS. The before school PD sessions are whole faculty professional development and department specific meetings focusing on improving instruction in all content areas. The main areas of focus during the 2016-2017 are AVID WICOR strategies to support the how in the Common Core State Standards, appropriate instruction for the English Language Learner population at Bassett, Project Based Learning, and the integration of collaboration, communication, critical thinking, creativity within lessons and unit designed professional development in the last three years with continued PD for coaches and site leaders. In addition to the before school meetings, minimum days were used to support open house and back to school night where teachers were given time to align current lesson plans, assessments to the common core state standards, emphasis on academic literacy and language and interventions for struggling students. Beyond the formal professional development on site, teachers were sent to AVID and Professional Learning Communities training during the summer and early fall, Common Core math training, and received district provided technology implementation training. Finally, administrators provide regular feedback to teachers on lesson implementation and student performance as part of regularly implemented learning walks. All department heads, assistant department heads and administrators have been trained in professional learning communities in the last three years. BHS teachers have also had plenty of PD in Positive Behavior Intervention Supports (PBIS) in the last three years.