

Argus Continuation High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Argus Continuation High School
Street	2555 Lawrence Street
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1800
Principal	Linda Stubbs
Email Address	lstubbs@ceres.k12.ca.us
Website	argus.ceres.k12.ca.us
County-District-School (CDS) Code	50-71043-5030200

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

ARGUS HIGH SCHOOL MISSION: To provide all students with new educational opportunities and alternative paths to fulfill their potential and become contributing members of society.

ARGUS HIGH SCHOOL VISION: Focusing on the whole student, we will empower all students to achieve academic, professional, and interpersonal success in order to pursue post secondary education and excel within the work force.

Argus High School has been recognized as a Model Continuation High School by the California Continuation Education Association (C.C.E.A.). Argus proudly serves 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. The staff is dedicated to giving the students the ultimate educational experience that culminates in a diploma and opportunities for post secondary education and career pathways. Support is offered to all students through a variety of services: academic tutoring, counseling and mentoring services are provided through school personnel, Center for Human Services, and Youth for Christ.

Argus High School underwent a WASC Accreditation Visit in 2018-19 and was awarded a 6 year term with a mid-term review.

Because Argus High School is an alternative school, enrollment fluctuates throughout the year. Most students transfer from one of the two comprehensive high schools. The current enrollment is 269 students with the following demographics: Hispanic- 78.8%; White-13.4%; Other-7.8%. The number of students considered socioeconomically disadvantaged is 81%. Approximately 9% of the student population are English Learners.

STUDENT LEARNING OUTCOMES (SLOs)

Argus High School Graduates are those who are:

- -Technologically Proficient
- -Effective Communicators
- -Civically Responsible
- -Empowered Individuals

FIRE encourages students to:

Be Focused, have Integrity, be Responsible, Be Empowered

Students are rewarded for positive behavior in these areas with HERO points.

SCHOOL MOTTO:

Argus...where YOU matter!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	8
Grade 11	91
Grade 12	116
Total Enrollment	215

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.4
Asian	1.9
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	1.4
White	14
Two or More Races	0.9
Socioeconomically Disadvantaged	90.2
English Learners	16.7
Students with Disabilities	8.8
Foster Youth	1.4
Homeless	2.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	7	8	612
Without Full Credential	1	2	1	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017 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%
Mathematics	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004) Calculus – Scott Foresman (2003) AP Calculus: Graphical, Numerical, Algebraic Prentice Hall (2016)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)		
Science	<p>Grades 9-12 Biology – Prentice Hall Modern Biology (2006) Advanced Placement Biology: Biology in Focus (AP Edition) 2014</p> <p>Chemistry – Holt Modern Chemistry (2002) and Visualizing Matter (2000) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015)</p> <p>Physics – Holt Physics (2002) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015</p> <p>Essentials of Human Anatomy and Physiology Pearson Prentice Hall (2018)</p>	Yes	0%
History-Social Science	<p>Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019)</p> <p>Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 11: HMH Social Studies: American History: Reconstruction to the Present: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 12: HMH Social Studies United States Government: Student Edition 2018 Houghton Mifflin Harcourt (2017)</p> <p>AP Human Geography Cultural Landscape AP Edition Pearson Education (2017)</p> <p>AP European History History of Western Society Since 1300 AP Bedford/ St. Martin’s (2014)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP US History American History: Connecting with the Past Updated AP Edition McGraw-Hill (2017) AP US Government Government in America AP Edt 2016 Election Update Pearson Education (2018)		
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: 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.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	8	12	42	38	50	50
Mathematics (grades 3-8 and 11)	2	0	25	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	114	99.13	0.87	12.28
Male	73	72	98.63	1.37	6.94
Female	42	42	100.00	0.00	21.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	96	95	98.96	1.04	12.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	13.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	0.97	11.76
English Learners	29	28	96.55	3.45	3.57
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	114	98.28	1.72	0.00
Male	74	72	97.30	2.70	0.00
Female	42	42	100.00	0.00	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	96	95	98.96	1.04	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	15	93.75	6.25	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	104	102	98.08	1.92	0.00
English Learners	29	28	96.55	3.45	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The Ceres Unified School District offers CTE courses in multiple program areas at Central Valley and Ceres High Schools, including: Agriculture and Natural Resources; Manufacturing and Product Development; Arts and Media Entertainment; Information and Communication Technologies; Engineering and Design, and Public Services.

CTE program sequences include the following CTE pathways: Agricultural Mechanics; Agriscience; Animal Science; Ornamental Horticulture; Plant and Soil Science; Welding and Materials Joining; Software and Systems Development; Design, Visual & Media Arts; Engineering and Design; Machine and Forming Technology; and Public Safety.

The Ceres Unified School District’s CTE Advisory Committee members represent district and school site level administration and CTE teachers, as well industry representatives of local manufacturers, agriculture (including veterinarians and animal experts), law enforcement (criminal justice experts), and technology (media and engineering). Also included on the district level CTE Advisory Committee are CTE students from each CTE program, district level staff serving students representing special populations, as well as postsecondary and local workforce representatives partnering in career development opportunities for students. Each CTE program also holds site-based CTE Advisory Committee meetings to ensure each individual CTE program is receiving program specific guidance and support from local industry experts.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
Percent of CTE Courses that are 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Argus staff is supportive of all avenues to ensure student success. 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. In addition, Argus High School uses e-mail, direct dialer messages, group text messages, Google classroom, the website, and monthly newsletters to keep parents informed.

A Back to School is held in September, along with a spring Open House providing an opportunity for parents to meet and discuss individual student needs with teachers and staff. 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.

There are several committees and organizations in which parental involvement is encouraged: School Site Council, English Learner Advisory Committee (ELAC), Parent Cafe, WASC focus groups. All of these meet regularly and provide input on fiscal spending, school safety, and other pertinent information to school administration.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	16.1	14.1	32.4	6.9	7.2	12.3	9.7	9.1	9.6
Graduation Rate	71.4	66.3	62.7	87.8	86.3	85.2	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	36.5	16.0	7.0	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.6	0.5	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Argus High School's Comprehensive Safety Plan is revised and approved by School Site Council and shared with staff on an annual basis. It was last approved on 11/7/18.

When developing the School Safety Plan, the committee analyzes existing conditions in school climate and in the physical environment. Some criteria to consider are: staffing; social, emotional, academic, and health services available to students; communication with stakeholders; maintenance of the grounds and buildings; emergency procedures; and campus security. The committee then identifies areas of strengths and set goals in areas that need improvement.

Areas of strength include: Student recognition for academic achievement, academic supports, attendance and positive behavior; District and site support for emotional and mental health; staff development in Positive Behavior Supports; sound emergency procedures; well maintained grounds and facilities; multiple ways to communicate with stakeholders.

Goals include: increase positive behavior supports; integrate social skills content; heighten commitment and involvement of students and staff; continue to identify and address safety vulnerabilities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	17	9	1		23	4	6		23	3	7	
Mathematics	17	5	1		20	4	2		22	2	4	
Science	16	5			19	4	1		18	6		
Social Science	19	5	3		22	4	6		23	3	7	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13080.13	2555.52	10524.61	93641.18
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	38.8	17.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	33.5	13.2

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 2018-19)

General and Categorical funding is strategically used to increase student learning. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement and are approved by the School Site Council. These funds are used to purchase supplemental instructional resources that support students through electronic technology, practice opportunities, and extended learning.

The CUSD Instructional Coaching staff works with site staff and provides professional development and ongoing feedback regarding lesson design and instructional strategies to improve student learning. Other programs and services provided through categorical funding are: in-school mandated interventions, field trip opportunities, before and after school credit recovery opportunities, additional staffing, academic learning directors, additional mental health services, and mentors.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In addition to the 5 school days dedicated to Staff Development, teachers are individually given release days to work with instructional coaches to unit planning, lesson design, developing CFA's and summative assessment, and to discuss and implement research-based teaching strategies. Weekly meetings are dedicated to department, staff, PLC, and Guiding Coalition meetings. Teachers regularly collaborate within teams, developing CFA's, analyzing data, and developing intervention and enrichment activities. Argus High School is focusing staff development on the PLC (Professional Learning Committees) process, using data to drive instruction, and ensuring that all students are effectively meeting standards-based learning intentions. All staff members participate in developing a viable and guaranteed curriculum, developing common formative assessments, analyzing data, utilizing data to guide instruction, discussing student performance levels, developing interventions and enrichments. Our data should support that our efforts are increasing student learning and credits earned, as well as increase the quality of teaching.

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. 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. Classified staff also attend trainings, seminars and conferences that are relative to their job duties.

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.