

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Escalon High

Address: 1528 East Yosemite Ave. Escalon, CA 95320

Principal: Eric Simoni, Principal

Phone: (209) 838-7073

Email: esimoni@escalonusd.org

Web Site:

CDS Code: 39685023932308



Escalon Unified

Superintendent: Ron Costa

Phone: (209) 838-3591

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Web Site: www.escalonusd.org



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: Escalon Unified
 Phone Number: (209) 838-3591
 Superintendent: Ron Costa
 E-mail Address: rcosta@escalonusd.org
 Web Site: www.escalonusd.org

School Contact Information Most Recent Year

School Name: Escalon High
 Street: 1528 East Yosemite Ave.
 City, State, Zip: Escalon, CA 95320
 Phone Number: (209) 838-7073
 Principal: Eric Simoni, Principal
 E-mail Address: esimoni@escalonusd.org
 Web Site:
 County-District-School
 (CDS) Code: 39685023932308

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

SCHOOL PROFILE

Escalon is a quiet rural community with a population of approximately 7,100 people, located in the heart of the San Joaquin Valley. The City of Escalon, Spanish for “stepping stones”, was incorporated in 1957. Located equidistant between the large suburban communities of Stockton and Modesto, Escalon enjoys a slow paced, small town lifestyle in a unique rural setting. The community of Escalon has a rich farming history, and agriculture is still the mainstay of the local economy. Known as the “Land of Peaches and Cream,” the community has a strong dairy sector and a variety of orchard and row crop operations. In this setting Escalon High draws its students from a diverse range of backgrounds, economically, socially, and culturally.

Escalon is in close proximity to several colleges, major Central Valley cities, the San Francisco Bay Area, the historic Mother Lode Country, and the Sierra Nevada Mountains. Escalon is 20 minutes away from the city of Stockton, home of San Joaquin Delta College and the prestigious University of the Pacific. Modesto, home of Modesto Junior College, is less than 20 minutes to the south. California State University, Stanislaus is located in Turlock, approximately 40 minutes to the south.

Owing to the small town character of Escalon, the high school is a prominent member of the community. Local service clubs, businesses and other community organizations support the school in a variety of ways including, scholarships, recognition programs, sponsorships, and volunteering. School activities and events are major community happenings. In particular, the EHS athletic program and the FFA are a continual source of pride for the community. Sports, Band and Ag boosters are very active organizations within the community.

Prior to the forming of the Escalon Union High School District in 1919, students commuted to Stockton schools via the Tidewater Railroad. In 1967, the Escalon Unified School District was formed. Today, Escalon Unified School District offers a comprehensive educational program designed to fulfill the variety of needs for approximately 2,835 K-12 students through one of four elementary schools, one charter school, one middle school, one high school, and one continuation school.

The staff of EHS is composed of one principal, one assistant principal, 2.5 F.T.E. guidance counselors, 36 full-time teachers, and 2 part-time teacher. The principal brings ten years of administrative experience in his third year as Principal of Escalon High School. The instructional staff is supported by a principal's secretary, an attendance secretary, an attendance clerk, a counselors' assistant, a student services clerk, a bookkeeper, a library technician, and 17 other classified staff, including instructional assistants, food service workers and custodians .

Escalon High seeks to meet the needs of all of its students. A strong college-preparatory program is offered with approximately 20% of students going directly to four-year colleges and approximately 66% enrolling in local junior colleges. In addition, CTE pathways are offered in the areas of Agriculture Science, Agriculture Mechanics, Animal Science, Floral Design, Computer Programming, and First Responder.

Special programs include Special Education Resource classes and SDC classes under the coordination of the San Joaquin County SELPA, and a Transition Class under the direction of the county. English Language Development classes, and a Migrant Education Program provides instruction, tutorial and counseling services for these students.

In addition to comprehensive course offerings, EHS attempts to provide its students with a variety of intra- and extra-curricular offerings, including the following: athletics (29 teams in 13 sports), music (band, and jazz band), FFA, Academic Decathlon, Mock Trial, Interact, Key Club, and a wide variety of other clubs. In addition, these activities are supported by parent groups that include Escalon Sports Boosters, the Escalon Band Boosters, and FFA Boosters.

It is the mission of Escalon High School to ensure all students are college or career ready.

Escalon High School's Vision Statement: Escalon High School sets high expectations for all students by using innovative, student-centered, relevant instruction with a focus on learning results. Our students are socially responsible individuals and effective communicators who value learning and strive for personal excellence. They graduate from Escalon High as highly literate, independent critical thinkers who have the knowledge, skills, and motivation to be economically independent.

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

Grade Level	Number of Students
Grade 9	223
Grade 10	208
Grade 11	184
Grade 12	190
Total Enrollment	805

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

Student Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.1%
Asian	1.9%
Filipino	0.6%
Hispanic or Latino	49.9%
Native Hawaiian/Pacific Islander	0.2%
White	45.1%
Two or More Races	1.2%
Socioeconomically Disadvantaged	48.4%
English Learners	14.8%
Students with Disabilities	9.4%
Foster Youth	0.5%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	39	39	36	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All English Language Arts textbooks and instructional materials are standards aligned and current.	Holt: Third and Fourth Course	0%
Mathematics	All Mathematics textbooks and instructional materials are standards aligned and current.	Core Connections(Integrated III)	0%
Science	All Science textbooks and instructional materials are standards aligned and current.	AP Biology	0%
History-Social Science	All History-Social Science textbooks and instructional materials are standards aligned and current.	Modern World History	0%
Foreign Language	All Foreign Language textbooks and instructional materials are standards aligned and current.	Tu Mendo; Abriendo Paso - Gramatica & Lectura	0%
Health	All Health textbooks and instructional materials are standards aligned and current.	Comprehensive Health	0%
Visual and Performing Arts	Visual and performing Arts instructional materials and supplies are available for all students enrolled in Visual and Performing Arts classes.	N/A	0%
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment, instructional materials and supplies are available for all students enrolled in Science classes.	N/A	0%

School Facility Conditions and Planned Improvements

The current facility was constructed in phases during the early to mid 1950's and has had some upgrades over the years. District maintenance staff works closely with the school's head custodian and administration to make repairs as needed.

Modernization construction began in the classroom buildings in March of 2014. Phase one of this modernization was completed in January of 2015. Phase two started in the the Spring Of 2017:

- Modernization of the Gymnasium (including the music building) began in the Spring of 2017 completed in October of 2017.
- Early Ag Farm facility upgrades discussion started in the Spring of 2017 and are ongoing.
 - ◊ Horticulture facility upgrades are scheduled for March of 2018.
 - ◊ Ag farm construction broke ground at the Van Allen property in August of 2017. Construction blueprints of structures and the rest of the facility have been made public. Structure blueprints have been submitted to county in December of 2017 and are awaiting approval. This project is currently being funded trough public donations.

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: January 2019

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: January 2019

	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)	66%	59%	41%	44%	48%	50%
Mathematics (grades 3-8 and 11)	33%	33%	31%	31%	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	179	173	96.65%	58.96%
Male	101	97	96.04%	55.67%
Female	78	76	97.44%	63.16%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	91	96.81%	50.55%
Native Hawaiian or Pacific Islander				
White	78	75	96.15%	65.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	83	95.4%	55.42%
English Learners	12	12	100%	25%
Students with Disabilities	19	15	78.95%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
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	179	172	96.09%	33.14%
Male	101	96	95.05%	34.38%
Female	78	76	97.44%	31.57%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	90	95.74%	23.33%
Native Hawaiian or Pacific Islander				
White	78	75	96.15%	41.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	82	94.25%	21.95%
English Learners	12	11	91.67%	9.09%
Students with Disabilities	19	14	73.68%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
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)

The schools Expected Learning Results (ESLRs), as defined during our WASC self study, aims to have 100% of graduating students to have a high degree of workability preparation. CTE courses offered at Escalon High School are in the areas of agricultural, computer programming and first responder. Agricultural students have the option of pursuing a range of coursework in ag business, welding, fabrication, and floral culture in addition to several college prep courses. Students enrolled in this program are learning basic computer programming skills using the Java programming language. Improvement through targeted augmentation and diversification is desired by incorporating elements of STEAM (Science, Technology, Engineering, Arts and Mathematics) into course offerings with robotics, 3D printing, and computer repair. Escalon High School (EHS) leadership organized and developed a Public Services pathway in Emergency Response for students. Courses are currently being taught by an instructor with two decades of industry experience include introductory an Emergency Medical Technician (EMT) course. Development of an advanced First Responders course is planned for the 2019-2020 school year. EHS is currently partnered with Escalon Police and Fire Departments and Modesto Junior College.

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

Measure	CTE Program Participation
Number of pupils participating in CTE	497
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5.89%

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	96.40%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	29.05%

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	13.80%	25.30%	32.30%

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)

There are multiple opportunities for parent involvement at Escalon High School. Boosters' clubs for FFA, Band, and Sports provide participation opportunities for parents with students in these programs. Teacher conferences are held once a year and, along with Back to School Night and Open House, give parents direct access to their students' programs. College Night gives parents valuable information regarding post high school programs and scholarships. The School Site Council is very active and has played a significant role in implementing new programs, the WASC accreditation process, and offering guidance regarding how to best improve communication between the school and home.

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	3.4%	1.4%	1.9%	5.2%	3.9%	3.6%	10.7%	9.7%	9.1%
Graduation Rate	94.6%	96.2%	96.3%	92.7%	93.4%	94.7%	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	95.89	96.75	88.72
Black or African American	100.00	100.00	82.15
American Indian or Alaska Native	.00	.00	82.81
Asian	100.00	100.00	94.93
Filipino	100.00	100.00	93.45
Hispanic or Latino	93.68	95.37	86.54
Native Hawaiian/Pacific Islander	.00	.00	88.56
White	97.35	97.60	92.12
Two or More Races	100.00	100.00	91.15
Socioeconomically Disadvantaged	95.35	95.92	88.64
English Learners	77.78	100.00	56.74
Students with Disabilities	88.89	90.32	67.12
Foster Youth	100.00	100.00	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	8.44	8.21	7.62	5.24	5.62	4.56	3.65	3.65	3.51
Expulsions	0.34	0.36	0.12	0.13	0.20	0.06	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

District goals and site goals set school safety as a high priority.

The school's comprehensive safety plan is reviewed and updated annually. School safety inspections are regularly conducted and corrections are made as needed. Site staff works closely with district personnel, the fire department, Red Cross, and other agencies to ensure a safe physical environment. Fire and earthquake drills are regularly held. A disaster response checklist is maintained in every teaching station.

All staff members encourage and promote a positive school climate that promotes respect for diversity and personal and social responsibility through their classroom behavior management plans and their interpersonal relationships with students. Teachers are to clearly communicate these expectations at the beginning of the school year or when a new student enters class, and to communicate these policies to parents in written form as well as verbally at parent conferences, phone conferences, and events such as Back-to-School Night and Open House.

In addition to classroom supervision, students are supervised during extracurricular activities by law enforcement and site staff. School staff are updated on current issues and informed of potential problems on an ongoing basis. The school benefits from a close relationship with the Escalon Police Department. A campus supervisor also provides added supervision throughout the school day.

At-risk students are referred by staff to Student Success Team members who review cases, identify strategies to help improve chances of success, and follow up to ensure that plans are carried out. Counselors identify and work with at-risk students who experience difficulty in a comprehensive school setting and advise them of alternative educational placements that offer viable educational opportunities for succeeding academically.

Curriculum that emphasizes violence prevention, drug/alcohol prevention and intervention strategies, expectations for a drug-free school, support for recovering students, and a Peer Interaction Team of trained students who provide skits, presentations to elementary students, conflict management sessions, and tutoring sessions. All provide at-risk students an opportunity to cope with problems and to succeed academically. Programs and guest presenters are featured during Red Ribbon Week and Every Fifteen Minutes presentations are held biannually.

Collaborative relationships have been developed among city government, the San Joaquin County Office of Education, local law enforcement, the county probation and juvenile justice system, and community and church organizations. Monthly meetings are also held with the Escalon Police Department to share information and concerns, discuss potential problems, and decide upon strategies to resolve safety issues. Local service clubs such as the Escalon Sunrise Rotary, Lions, and Kiwanis clubs, as well as various churches work with the district to resolve issues and concerns.

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	22	18	17	6
Mathematics	22	13	16	5
Science	21	8	15	2
Social Science	23	13	12	12

* 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	21	17	16	7
Mathematics	18	22	8	2
Science	21	12	10	3
Social Science	22	15	13	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	24	13	15	7
Mathematics	22	11	20	1
Science	22	7	12	2
Social Science	20	18	14	3

* 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	2.4	325.6
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	.4	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,882.67	\$1,829.26	\$8,053.41	\$71,129
District	N/A	N/A		\$72223
Percent Difference – School Site and District	N/A	N/A		-1.54%
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A	11.53%	-0.37%

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

Types of Services Funded (Fiscal Year 2017-18)

Escalon High School supports student academic and career exploration needs and opportunities through its advisory program. Students have the opportunity to explore personal strengths and career options related to said strengths. Several intervention and enrichment courses exist at Escalon High School. Students receive academic support as they transition from English Language Development to the general education program.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43473	\$45681
Mid-Range Teacher Salary	\$66767	\$70601
Highest Teacher Salary	\$93161	\$89337
Average Principal Salary (Elementary)	\$99858	\$110053
Average Principal Salary (Middle)	\$124944	\$115224
Average Principal Salary (High)	\$127302	\$124876
Superintendent Salary	\$172370	\$182466
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	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	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	12	21.5%

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.

Site staff is offered a variety of opportunities for professional improvement. Site professional development needs are determined collaboratively by administration, department head and staff, and are aligned with site and departmental goals. Teachers meet throughout the day for 6 full- day collaboration sessions by department and 12 early release collaboration days as an entire staff.

District-adopted instructional norms have been implemented with full training sessions provided for staff as well as follow-up opportunities for focus training. Benchmark assessments were rewritten in order to more specifically identify and target students' needs. Student performance data drives in-house instructional development planning.

District Instructional Coaches provide support to new teachers while voluntary peer observation are offered and scheduled among certificated staff members. Meanwhile, the site and district is pursuing Professional Learning Community(PLC) goals. Attendance to PLC workshops have been attended by teachers and offered to more teachers and support staff for the upcoming school year.