

# Sanger High School

## School Accountability Report Card

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

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Sanger High School  |
| <b>Street</b>                     | 1045 Bethel   |
| <b>City, State, Zip</b>           | Sanger, CA 93657  |
| <b>Phone Number</b>               | (559) 524-7121  |
| <b>Principal</b>                  | Daniel Chacon   |
| <b>E-mail Address</b>             | dan_chacon@sanger.k12.ca.us   |
| <b>Web Site</b>                   | <a href="http://sangerhigh.sanger.k12.ca.us/">http://sangerhigh.sanger.k12.ca.us/</a> |
| <b>CDS Code</b>                   | 10-62414-1036094  |

| District Contact Information |   |
|------------------------------|---|
| District Name                | Sanger Unified School District  |
| Phone Number                 | (559) 524-6521  |
| Superintendent               | Adela Madrigal Jones  |
| E-mail Address               | adela_jones@sanger.k12.ca.us  |
| Web Site                     | <a href="http://www.sanger.k12.ca.us/">http://www.sanger.k12.ca.us/</a> |

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

Sanger High School will be a proactive school that embraces technological advancements to enhance student learning, instructional strategies, and curriculum development. Students will leave high school prepared for continuing education and pursuing careers with the ability to persevere through the challenges of an ever-changing and diverse world.

#### Mission Statement:

Sanger High School's mission is to develop college and career ready, goal-oriented, responsible students through a rigorous, engaging, and positive learning environment that promotes creativity and diversity, cross-curricular connections, and a commitment to community.

### School and Community Profile 2018-2019

#### Introduction

"Always with Pride" has been Sanger High School's motto for more than a century. Sanger High School is the single comprehensive high school in Sanger Unified School District, a district serving approximately 12,377 students. Sanger Unified School District covers 180 square miles in eastern Fresno County from the city of Fresno to the foothills, includes the city of Sanger, the communities of Del Rey and Centerville, and suburban and rural areas. Sanger Unified adjoins Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier, and Sierra Unified School Districts. The district is rich in agricultural and suburban areas. Our location offers students three community colleges and two universities within 20 miles. Sanger is a small close-knit community with a median income of \$40,890 per household.

Sanger High School is spread over 60 acres and is comprised of 30 buildings (24 new portables) including a state-of-the-art library with a multimedia center, a multipurpose building, and 40 computers mobile labs providing students with Internet resources. SHS also used LCAP funds and has provided iPads to its entire student population consisting of 3109 students enrolled. The present student enrollment demographic are 73% Hispanic, 11% white, 13% Asian, 1% African American, 1% American Indian and 1% other. Of the 3109 students, 6% are classified as English Learners (EL), 37% have been Redesignated Fluent English Proficient (RFEP), 1.35% is migrant, and 6% are SPED students. 75% of students qualify for free and reduced lunches. 30.6% of parents' primary language is other than English and 49.5% of our parents (one or both) do not have a high school diploma. Sanger has consistently maintained a 98.5% graduation rate over the last several years. Last year's graduating class 2018 was 94% graduation rate. 36% enrolled into a four-year university, 53% at a community college, 5% joined the military, 1% vocational training, and 5% other.

Due to Sanger's low socio-economic level and the lack of public transportation, the ability for students to take advantage of the close proximity of college campuses and the access to college level courses is limited during the secondary education. Sanger High School is continuously seeking out new opportunities to address its socio-economically disadvantaged population; thus, partnered with POM Wonderful and Reedley College. Sanger High School's partnership with Wonderful and Reedley College created five cohort pathways with dual enrollment classes in Agriculture Mechanics/Agriculture Plant Science, Project Lead the Way Engineering, Digital Media, Health and Education. Students in the Agriculture Pathway cohort can earn an AS degree in Ag Mechanic or an AST degree in Ag Plant Science with one semester left to complete after graduating from Sanger High School.

## Background Information

In 2001, Sanger High School initiated an improvement process through participation in II/USP, Immediate Intervention for Under-performing Schools Program. The School-Community Team (SCT), a committee comprised of parents, teachers, and administrators, created a three-year plan to transform our school. Open public meetings were held and all members of the community were invited to provide input and commentary. The SCT recognized that Math and English would provide the foundation for improving the academic environment. The parents, who made up the majority of the community, believed an important component would be Curriculum Support Providers in Math and English. As a result of the SCT, Sanger High School implemented a college preparatory education for all students. The adjustment eliminated different expectations and tracks for students based on preconceived notions of ability. Many students initially struggled in college-prep courses, due to below grade level reading skills, so the school adopted an intensive reading program. II/USP funds were used to hire additional English teachers and Curriculum Support Providers (CSP) for English/Language Arts (ELA) and Math to support teachers with lesson plans, instruction methods, classroom management and professional development. In addition, the school integrated Special Education students into core classes and placed Special Education Teachers as consultants in the classrooms, where instructional assistance was offered to both special education and regular education students.

By 2003, Sanger High School was no longer an under-performing school. The Academic Performance Index (API) has increased significantly over the last nine years, surpassing all targets, and CAHSEE scores have exceeded state averages. The experience of being identified with the II/USP program alerted our administration and staff of much needed changes and initiated a new phase for our culture. Our motto, "Dream big, Work hard, and Believe," has centered our focus on rigorous, standards-based curriculum and high expectations.

Sanger High School is the jewel of the Sanger Community. We are committed to offering students a challenging college-preparatory curriculum including **17 Advanced Placement courses and 12 Honors courses**. In addition to our AP and Honors classes, 12 of our 43 Valley Regional Occupation Program (VROP) classes were approved for dual credit with our local community colleges. Furthermore, Sanger High School has 28 dual enrollment courses where students are able to earn both high school and college credits.

**The CAASPP scores from 2017 to 2018, there was a 8% increase from 64% to 72% in ELA, and 5% increase from 35% to 40% in Math. Sanger High School previously received the California State Distinguished School award in 1996, 2005, and 2009. Currently, Sanger High School was awarded a 6-year WASC accreditation, received the P21 National Exemplar School, US News and World Report Silver Medal, CA Gold Ribbon Award, Model Professional Learning Community (PLC), California State University, Fresno Bonner Award for Character Education, and Gold Award for Positive Behavioral Intervention and Supports (PBIS). Since 2006, Sanger High School has been awarded the CalSTAT Leadership Site Award in the area of Special Education for a Full-Inclusion. Also in 2005, Sanger High School was awarded the Title I Academic Achievement Award.**

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 833                |
| Grade 10                | 745                |
| Grade 11                | 747                |
| Grade 12                | 695                |
| <b>Total Enrollment</b> | <b>3,020</b>       |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.5                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 12.9                        |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 72.5                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 10.8                        |
| Socioeconomically Disadvantaged     | 78.7                        |
| English Learners                    | 6.7                         |
| Students with Disabilities          | 6.1                         |
| Foster Youth                        | 0.5                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 123     | 126     | 117     | 566      |
| Without Full Credential  | 4       | 4       | 10      | 36       |
| Teaching Outside Subject Area of Competence (with full credential) | 2       | 0       | 0       | 2        |

### 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       | 1       |

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

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

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

Year and month in which data were collected: October 2018

Sanger Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student. Teachers and administrators are trained in instructional methodology (s) in each new curriculum, text or standards adoption at the beginning of the school year. Additional training in support of new curriculum and additional training in existing curriculum is continuous throughout each school year. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|---|----------------------------------|---|
| <b>Reading/Language Arts</b> | 9-12 McDougal-Littell, Language of Literature, Curriculum, Texts and Materials 2002   | Yes                              | 0%  |
| <b>Mathematics</b>           | <p>Houghton Mifflin Harcourt Integrated 1,2 &amp; 3 Math Curriculum, Texts, and Materials 2014/2015</p> <p>McDougal-Littell General Math Curriculum, Text and materials for 2004-2005</p> <p>Holt-McDougal Trigonometry Curriculum, Texts and Materials 2010</p> <p>Scott Foreman Statistics Curriculum, Text and Materials 2010</p> <p>Pearson Prentice Hall Calculus Curriculum, Text and Materials 2010</p> <p>Glencoe McGraw Hill- Financial Math Curriculum, Text and Materials 2010</p> | Yes                              | 0%  |
| <b>Science</b>               | <p>McDougal Littell AP Biology Curriculum, Text and Materials 2007/2008</p> <p>Glencoe McGraw-Hill Chemistry AP Chemistry &amp; Physics Curriculum, Text and Materials 2007/2008</p> <p>Pearson Prentice Hall Anatomy &amp; Physiology Curriculum, Text and Materials 2007/2008</p> <p>Labs are designated as follows: 4 Biology, 1 Physics, 2 Chemistry, and 3 Physical Earth</p> <p>Physical Science: Concepts in Action (2006)</p>   | Yes                              | 0%  |

| Subject                           | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| <b>History-Social Science</b>     | MPS Economics Curriculum, Texts and Materials 2015/2016<br><br>Cengage Learning AP Environmental Social Studies Curriculum, Text and Materials 2014/2015<br><br>McGraw Hill World History Curriculum, Texts and Materials 2007<br><br>McDougal AP US History Curriculum, Texts and Materials 2006<br><br>US History SDAIE series Curriculum, Texts and Materials 2003<br><br>Holt Rinehart & Winston Economics Curriculum, Texts and Materials 2003<br><br>Holt Rinehart & Winston American Government Curriculum, Texts and Materials 2003<br><br>Houghton Mifflin Curriculum "TCI History Alive!" Supplemental Materials 2005/2006 | Yes                              | 0%  |
| <b>Foreign Language</b>           | EMC Spanish Curriculum, Text, and Instructional Materials 2016/2017<br><br>Holt, Rinehart and Winston Spanish Curriculum, Text, and Instructional Materials 2006<br><br>Holt Rinehart and Winston French Curriculum, Text, and Instructional Materials 1997/1998, 2001<br><br>Vang Publishing Supplemental Materials 2014/2015<br><br>Holt-McDougal Hmong Language Curriculum, Text, and Instructional Materials 2001  | Yes                              | 0   |
| <b>Health</b>                     | Health Curriculum, Texts, and Materials are integrated into the Science Curriculum 2005/2006<br><br>10th Grade - Sexual Health Education for America's Youth for High School and Community Settings. In Collaboration with the California Department of Education and California Department of Public Health. Positive Prevention PLUS 2   | Yes                              | 0%  |
| <b>Visual and Performing Arts</b> | 9-12th Visual & Performing Arts Curriculum<br>Description: Sanger Unified K-8 school sites do not offer Curriculum, Textbooks or Instructional Materials for Visual and Performing Arts instruction at these grade levels. Instruction in this curriculum may be integrated as class projects or activities.   |                                  | N/A   |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|--|----------------------------------|---|
| <b>Science Laboratory Equipment (grades 9-12)</b> | Sanger High has 10 science labs. The Labs are designated as follows: 4 Biology, 1 Physics, 2 Chemistry, 3 Physical Earth. All labs have separate stations from the students' desk area. All have gas for the stations and multiple sinks. Labs have Internet and Computer areas (teachers must bring the computers), and access to Microscopes which are shared in the department. A connecting hall also contains chemicals, specimens, and glassware. There's a separate room for our electron-microscope. The average class sizes are approximately 34. | Yes                              | 0%  |

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

Sanger Unified retains an independent contractor to provide comprehensive facilities inspection of every school site. This inspection meets or exceeds the criteria of the State of California Williams inspection requirement. The Williams compliance inspections are done by Fresno County Office of Education (FCOE). Only one SUSD site is inspected by Fresno County Office of Education annually for Williams compliance. This site is not a FCOE inspected site. The most recent inspection, either district or Williams, available when this SARC is prepared is utilized for this report. Inspection reports are maintained at the SUSD District Office.

The rating scale used for this inspection is as follows:

99% - 100% = Exemplary: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.

90% - 98.99% = Good: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.

75% - 89.99% = Fair: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.

00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

**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

| <b>School Facility Good Repair Status (Most Recent Year)</b><br>Year and month of the most recent FIT report: 2018, October |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer   | Good          |   |
| <b>Interior:</b> Interior Surfaces  | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation  | Good          |   |
| <b>Electrical:</b> Electrical   | Good          |   |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 2018, October |               |   |
|--|---------------|---|
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains   | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials  | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs  | Good          |   |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences   | Good          |   |

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

| Year and month of the most recent FIT report: 2018, October |      |
|---|------|
| Overall Rating  | Good |
|   |      |

## 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 65.0  | 71.0    | 48.0     | 52.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 36.0  | 40.0    | 39.0     | 41.0    | 37.0    | 38.0    |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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



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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 705              | 699           | 99.15          | 71.49                   |
| Male  | 364              | 358           | 98.35          | 66.20                   |
| Female  | 341              | 341           | 100.00         | 77.06                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 105              | 104           | 99.05          | 81.73                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 511              | 506           | 99.02          | 68.71                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 68               | 68            | 100.00         | 79.41                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 554              | 548           | 98.92          | 67.70                   |
| English Learners                              | 106              | 104           | 98.11          | 27.88                   |
| Students with Disabilities                    | 41               | 41            | 100.00         | 17.07                   |
| 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                        | 705              | 702           | 99.57          | 39.74                   |
| Male                                | 364              | 362           | 99.45          | 37.85                   |
| Female                              | 341              | 340           | 99.71          | 41.76                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 105              | 104           | 99.05          | 59.62                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 511              | 509           | 99.61          | 33.99                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 68               | 68            | 100            | 55.88                   |
| Two or More Races                   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged     | 554              | 551           | 99.46          | 35.39                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| English Learners                              | 106              | 106           | 100            | 9.43                    |
| Students with Disabilities                    | 41               | 41            | 100            | 4.88                    |
| 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 Ten

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

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

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

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

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

#### CTE/Pathways

Sanger High School has embraced the Career and Technical Education (CTE) aspect of the CCSS and is currently working to add new pathways and strengthen previously established programs. Three pathways, funded in part by grants are Project Lead the Way, Wonderful Ag Prep. Academy, and the Education Pathway these allow students the opportunity to explore careers in the fields of engineering, agriculture and education. Three years ago, Sanger High started the Digital Arts and Media pathway, which supports students who wish to explore creative computer technology through video production, journalism and video game design. This year we started the Health pathway for students to experience the health careers of sports medicine, pharmacology, and certified nurse's assistant. In the years to come, these programs will continue to grow and develop and serve as models for additional pathways. Sanger High is currently in the process of establishing additional pathways in public service and health science. Sanger High has worked collaboratively with community partnerships to create pathways, which provide students with over 40 sections of dual enrollment opportunities with Reedley and Fresno City College, and job shadowing opportunities to enhance their educational experiences.

#### Vocational Education Program:

The SHS core belief that students drive the elective course offerings has strengthened our relationship with the Valley Regional Occupational Program (VROP). Currently Sanger High offers 35 ROP courses with 61 sections in this career-centered curriculum. In comparison to the other valley high schools that comprise ROP, Sanger High School offers the most courses and involves more student participants. VROP courses that engage and challenge SHS students and prepare them for the workforce of tomorrow, include courses in: Criminal Justice, Crime Scene Investigation (CSI), Digital Photography, Certified Nursing, Web Design, Computer-Aided Drafting, Urban/Rural Fire Technology, Construction and many others. Sanger High's recognition of the need to provide students with access to courses that assist them in entering the work world right after high school has influenced this growing and ever changing program.

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

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 1822                      |
| % of pupils completing a CTE program and earning a high school diploma                                   | 194/339=57.22%            |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 16.3%                     |

### 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          | 99.1    |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 62.0    |

### 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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 13.9  | 25.1                  | 37.6                 |

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)

Our school strives to maintain an active Parent Teacher Student Association (PTSA). The Sanger High PTSA works to support school wide and individual classroom activities. This has often taken the form of support for Homecoming, teacher appreciation barbeques, parent communication, senior scholarships, registration and Back To School Night. We welcome volunteers as general help in the office or for specific service in a classroom. Anyone wishing to become a member of our PTSA may obtain an application at our Office. We also have parents serving in elective positions on our School Site Council (SSC), which directs our use of Categorical funds. Our Parent Liaison also holds English Learner Advisory Committee meetings and bilingual Parent Coffee Hours monthly. Please contact our office if you are interested in becoming more involved in your children's education.

### State Priority: Pupil Engagement

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

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

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

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Dropout Rate</b>    | 1.1     | 0.5     | 0.8     | 3.1      | 1.7     | 2.7     | 10.7    | 9.7     | 9.1     |
| <b>Graduation Rate</b> | 97.7    | 98.1    | 91.9    | 95.5     | 97.0    | 89.0    | 82.3    | 83.8    | 82.7    |

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

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

| Group                                   | Graduating Class of 2017 |          |       |
|---|--------------------------|----------|-------|
|   | School                   | District | State |
| <b>All Students</b>                     | 89.9                     | 93.1     | 88.7  |
| <b>Black or African American</b>        | 90.0                     | 100.0    | 82.2  |
| <b>American Indian or Alaska Native</b> | 100.0                    | 100.0    | 82.8  |
| <b>Asian</b>                            | 95.3                     | 97.7     | 94.9  |
| <b>Filipino</b>                         | 50.0                     | 50.0     | 93.5  |
| <b>Hispanic or Latino</b>               | 90.4                     | 92.9     | 86.5  |
| <b>Native Hawaiian/Pacific Islander</b> | 100.0                    | 100.0    | 88.6  |
| <b>White</b>                            | 84.7                     | 91.1     | 92.1  |
| <b>Two or More Races</b>                | 83.3                     | 88.9     | 91.2  |
| <b>Socioeconomically Disadvantaged</b>  | 91.7                     | 95.4     | 88.6  |
| <b>English Learners</b>                 | 29.3                     | 41.8     | 56.7  |
| <b>Students with Disabilities</b>       | 66.7                     | 75.0     | 67.1  |
| <b>Foster Youth</b>                     | 100.0                    | 100.0    | 74.1  |

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 7.0     | 7.2     | 7.0     | 3.7      | 3.4     | 3.5     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.3     | 0.2     | 0.1     | 0.2      | 0.1     | 0.1     | 0.1     | 0.1     | 0.1     |

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

Our school site has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each school year. Sanger High School Site Council (SSC) reviews and approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staffs survey their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Sanger School Board sets on safety and appearance. Oversight of Sanger Unified Safe School Plans is through the Child Welfare and Attendance Officer. This site's Safe School Plan was reviewed with site staff on August, 2018.

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

| Subject        | 2015-16         |                      |       | 2016-17 |                 |                      | 2017-18 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 25.0            | 36                   | 73    | 13      | 27.0            | 28                   | 64      | 24  | 27.0            | 22                   | 59    | 36  |
| Mathematics    | 28.0            | 25                   | 54    | 32      | 27.0            | 29                   | 49      | 36  | 28.0            | 26                   | 59    | 30  |
| Science        | 31.0            | 6                    | 26    | 35      | 31.0            | 7                    | 20      | 49  | 31.0            | 6                    | 21    | 49  |
| Social Science | 28.0            | 8                    | 45    | 18      | 27.0            | 10                   | 45      | 16  | 28.0            | 10                   | 39    | 24  |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 8                                | 450   |
| Counselor (Social/Behavioral or Career Development) | 2.0                              | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 2.0                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 1                                | N/A   |
| Speech/Language/Hearing Specialist                  | 0.6                              | N/A   |
| Resource Specialist (non-teaching)                  | 6.0                              | 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  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$12,196.11            | \$2,444.04               | \$9,752.07          | \$66,719               |
| District                                     | N/A                    | N/A                      | \$8,740.01          | \$64,581               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 10.9                | 3.3                    |
| State  | N/A                    | N/A                      | \$7,125             | \$79,665               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 31.1                | -17.7                  |

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

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

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

Local Control Funding Formula (LCFF) from the state provides general funding for the base programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the SUSD board and developed by the district in conjunction with stakeholders including parents, students, school employees and other stakeholders.

Title III Limited English Proficient - The purpose of the Title III Limited English Proficient (LEP) Student Program is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

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

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$45,568        | \$49,512                                     |
| Mid-Range Teacher Salary                      | \$65,620        | \$77,880                                     |
| Highest Teacher Salary                        | \$76,468        | \$96,387                                     |
| Average Principal Salary (Elementary)         | \$98,598        | \$123,139                                    |
| Average Principal Salary (Middle)             | \$103,528       | \$129,919                                    |
| Average Principal Salary (High)               | \$114,140       | \$140,111                                    |
| Superintendent Salary                         | \$194,231       | \$238,324                                    |
| Percent of Budget for Teacher Salaries        | 31.0            | 36.0   |
| Percent of Budget for Administrative Salaries | 5.0             | 5.0  |

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

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

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 6                             | N/A                               |
| Fine and Performing Arts | 1                             | N/A                               |
| Foreign Language         | 4                             | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 3                             | N/A                               |
| Social Science           | 8                             | N/A                               |
| All courses              | 24                            | 13.9                              |

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)**

What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

All of our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of CAASPP data, PBIS data and other assessment data. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel. The major areas of focus are in literacy, mathematics, and English Language Development for all content areas.

What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?

As a district, we are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. Sanger Unified provides professional learning in all subjects (Math, STEM, ELA, ELD, Art, assessments etc.) for TK-6th grade teachers throughout the school year. For single-subject teachers, Sanger Unified provides two to four full days of training dedicated to specific initiatives, strategies and frameworks (Balanced Literacy, Effective Instruction, ELD, Argumentative Writing, Speaking and Listening, Close Reading, Project Based Learning, Universal Design for Learning, etc.) Sanger Unified also offers after-school workshops on various math instructional strategies and routines, after-school technology trainings, lesson studies, and Universal Design for Learning trainings. Each year, we offer a two day for professional development where teachers share their best practices with one another. Other professional learning opportunities include optional online professional learning on a variety of topics, like the SAMR model and training on the 4 Cs. Teacher leaders at all sites are given a variety of opportunities to attend national and state conferences and seminars, as to further the collective knowledge of all members of their grade level teams and learning communities. Teachers also have the opportunity to engage in personalized professional development through instructional coaching.

New to the profession teachers are also supported through the Sanger Unified School District Teacher Induction Program and New Teacher Support. A teacher that is teaching under a PIP or STSP, or is an Intern is assigned a mentor that provides the new teacher with a minimum of 4 hours per week of direct or indirect support for his/her individualized professional growth. In addition, the teachers attend required professional development provided by the district and school site. New teachers that have a preliminary credential participate in our formal Induction Program. Teachers participating in receive support from a trained support provider for two years. The Sanger Induction program uses the "just-in-time" concept of mentoring and the Formative Assessment for California Teachers (FACT) formative assessment to guide new teachers in their individualized professional growth plans. New teachers, along with their mentors (support providers) attend 4 Network meetings together over the 2 years. In addition, the program may offer additional professional development offerings based on participant request and through surveys that include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's BTSA Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students. The mentors, called support providers, are trained in cognitive coaching, working with adult learners, and FACT. Support Providers attend a two-day training their first year and a one day Refresher every year after. In addition SPs are required to attend an orientation, and 2 after school trainings each year to work on their mentoring skills.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

With so many district initiatives, it is essential to have support for all teachers and administrators during implementation. Through many of our contracted trainings (ex. Academic Discourse, Project Based Learning), our expert trainers provide on-site support and follow up personalized coaching. There are varied levels of support, both at the site and district level. At school sites, teachers are supported during implementation by their grade-level or content colleagues through Professional Learning Communities. In addition, Curriculum Support Providers, Literacy Specialist Teachers, (Teachers on Special Assignment) and administrators provide on site support. District support is provided at the PLC level through collaborative unit/lesson planning and facilitated curriculum curating experiences.

All of our professional development is based on our students and teachers needs. Teachers in Sanger Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel.

Sanger Unified uses Staff Development Days and support from site level Curriculum Support Providers and district level District Instructional Specialists to assist teachers in classroom instructional strategies. The district provides training with Mathematics, Project Based Learning, Academic Discourse, Next Generational Science Standards, and the shifts within History Social Science. This year our district is providing professional development in writing and Mathematics through lesson studies. Further English Language Arts professional development will focus on Close Reading, Text dependent questions, and collaborative conversations.

Beginning Teachers are also supported through the Sanger Unified Teacher Induction Program. Teachers participating in Sanger Unified Teacher Induction Program receive support from a trained support provider for two years. The Sanger Teacher Induction program uses the Formative Assessment for California Teachers (FACT) formative assessment to guide "new" teachers in their professional growth. The Sanger Teacher Induction program also provides a menu of professional development opportunities for Participating Teachers, Support Providers, and invites all teachers in the district to participate, if the topic meets their need. The menu of professional development offerings include the following: Classroom Management, Conducting Parent Teacher Conferences/Parent communication, Meeting the needs of special needs students, Technology, Writing, etc. Sanger Unified's Induction Program provides support and assessment opportunities for all first and second year Participating Teachers to increase understanding of their own professional development, which will enable them to more effectively meet the diverse learning needs of their students.

In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy Strategies, Writing, Reading and Literacy Training, and ongoing SBE textbook adoption in-services are provided throughout the first 2-years of a curriculum, text implementation period. In-services in Effective Instructional Strategies, Professional Learning Communities, and strategies for English Learners are also provided.