

School Accountability Report Card School Year 2001-2002

School Information		District Information	
School Name	Blackford High (Cont.)	District Name	Campbell Union High
Principal	Karen Wagner	Superintendent	Dr. Rhonda E. Farber
Street	3800 Blackford Ave.	Street	3235 Union Ave.
City, State, Zip	San Jose, CA 95117-	City, State, Zip	San Jose, CA 95124-2009
Phone Number	(408) 241-0330	Phone Number	(408) 371-0960
FAX Number	(408) 984-8917	FAX Number	(408) 558-3006
Web Site	http://blackford.cuhsd.org	Web Site	http://cuhsd.org
Email Address	kwagner@cuhsd.org	Email Address	rfarber@cuhsd.org
CDS Code	43-69401-4330759	SARC Contact	Mr. Terry Peluso

School Description and Mission Statement

Blackford High School is a continuation campus that also offers Independent Study and Home Hospital Instruction. Located on the west side of San Jose in a residential community, Blackford draws its students from across the entire district and reflects its diverse culture.

The school offers 90-minute class periods of instruction on Monday, Tuesday, Thursday and Friday. Students spend a minimum of 180 minutes in class daily, and 270 minutes daily are available. Wednesday is Career Day and focuses on field trips, skills training and guest speakers.

The 17-member faculty serves 280 students. The small continuation classes of between 15 and 20 students and the Independent Studies Strategies Program create opportunities for positive rapport between students and teachers.

Thirty percent of our students are employed an average of 25 hours per week, and approximately sixty percent graduate. All students are encouraged to continue their education in community colleges and/or trade and business schools.

Opportunities for Parental Involvement

Contact Person Name	Mrs. Bunny Hecht	Contact Person Phone Number	(408) 241-0330
Blackford High School offers a variety of opportunities for parent involvement through volunteerism.			

I. Demographic Information

Student Enrollment, by Grade Level

	Grade Level	Enrollment
	Grade 9	7
	Grade 10	10
	Grade 11	163

	Grade 12	114
	Total	294

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	10	3.4	Hispanic or Latino	52	17.7
American Indian or Alaska Native	6	2.0	Pacific Islander	4	1.4
Asian-American	15	5.1	White (Not Hispanic)	190	64.6
Filipino-American	5	1.7	Other	12	4.1

II. School Safety and Climate for Learning

School Safety Plan

All Campbell Union High School District schools have comprehensive safety plans that are updated, approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster, and incident procedures for the range of contingencies for which today's schools must prepare in order to assure the safety of students and staff. All school classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, badges are worn by employees, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication, and rapid response. School safety plan updates are approved by the Board in December of each year and were reviewed with staff in January of 2002.

School Programs and Practices that Promote a Positive Learning Environment

A safe and productive learning environment that is focused on learning is promoted from the time new students join us as 9th graders. Before their 9th grade year begins, new students are introduced to the school, to its academic and support programs and to campus life by sophomores as a part of the Link Crew Program. We provide tutorial opportunities on a daily basis, academic counseling services and a full program of activities tied to academic areas. Along with athletics, a rich program of social activities and student government and leadership programs, we also provide social/emotional counseling when needed and conflict resolution counseling and training, so that students can fully focus on their studies.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School	District
--	--------	----------

	2000	2001	2002	2000	2001	2002
Suspensions (number)	44	40	68	641	631	670
Suspensions (rate)	13	12.6	23	8.6	8.4	9.2
Expulsions (number)	3	1	2	26	29	54
Expulsions (rate)	.9	.3	.7	.4	.4	.7

School Facilities

ALL Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the middle 1950's to late 1960's, these buildings have been evaluated by architects and engineers to be more solidly built and sturdy than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas such as science and fine arts have been found to equal the best new designs of today, and require only refurbishment to remain vital.

This refurbishment is the focus of our modernization project and of our successful 1999 bond measure. In full swing, these projects, including new floors, electrical wiring, lighting, heating, furniture, audio-visual and performance and demonstration facilities, specialized learning areas and more, are in the process of turning our campuses into schools for the 21st Century.

Sports facilities, restrooms and cafeteria facilities have been regularly updated. A wide area network of multiple T1 cables connects all district campuses, where fiber optic cable and connects every classroom to the Internet and to each other.

All areas of all campuses are regularly evaluated for trip-fall, environmental and other safety hazards, a state-of-the-art campus-wide and district wide fire, emergency and communication system is in place, and campuses are cleaned and maintained by both day and night custodial crews whose work is regularly evaluated by both school and district supervisors.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---			---	43	46	---	28	33
10	---			---	45	46	---	31	33
11	---	25	21	---	38	41	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---		---	---	23	---	---	21
10	---	---		---	---	22	---	---	21
11	---	---		---	---	22	---	---	18

CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---		---	---	40	---	---	22
10	---	---		---	---	43	---	---	26
11	---	---		---	---	33	---	---	25

CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---		---	---	32	---	---	24
10	---	---	10	---	---	38	---	---	24
11	---	---	22	---	---	38	---	---	31

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9							
10							
11	18	27				22	

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade	Male	Female	English	Not-	Socioeconomically	Not	Migrant
-------	------	--------	---------	------	-------------------	-----	---------

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10							8	
11							44	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9				49	49	49	35	35	34
10	16	19	6	42	46	47	34	34	34
11	20	40	19	44	45	45	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9				67	66	66	51	51	52
10	17	5	11	57	55	56	46	45	46
11	21	26	29	59	52	54	47	46	47

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade	Male	Female	English	Not- Socioeconomically	Not	Migrant

Level			Learners	English Learners	Disadvantaged	Socioeconomically Disadvantaged	Education Services
9							
10	9			6		6	
11	18	22		18		20	

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9							
10	0			11		11	
11	31	26		28		31	

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11					4		34	

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10							9	
11					17		45	

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
8									
9									
10									
11									
12									

California Fitness Test

Percentage of students meeting fitness standards.

African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award				Recognition for Achievement (Title 1)	N/A	N/A	N/A
Eligible for II/USP			***	Identified for Program Improvement (Title 1)	No	No	No
Applied for II/USP \$			***	Exited Title 1 Program Improvement	N/A	N/A	N/A
Received II/USP \$			***				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	246	334	318	7021	7395	7472	1659030	1703492	1735576
Number of Dropouts	34	64	67	81	149	161	46470	47282	47899
Dropout Rate	13.8	19.2	21.1	1.2	2.0	2.2	2.8	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	0.00	0	0	0	0.00	0	0	0	15.80	14	1	0
Mathematics	0.00	0	0	0	0.00	0	0	0	14.50	6	0	0
Science	0.00	0	0	0	0.00	0	0	0	11.80	10	0	0
Social Science	0.00	0	0	0	0.00	0	0	0	15.13	15	1	0

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	17	17	16
Full Credential (full credential and teaching in subject area)	16	16	14
Teaching Outside Subject Area (full credential but teaching outside subject area)		1	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	1	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			0

Teacher Evaluations

Teachers are evaluated on a regular basis by the principal, vice principal, and dean. The evaluation agreement conforms with state mandates and the local collective bargaining contract agreement with the District's teachers' union. Evaluation focuses on self-improvement and increased skills in all teaching performance areas. Two district-wide professional development days are made available to all teachers, while an additional three days are provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences and seminars, and site-specific offerings.

Substitute Teachers

The majority of the substitute teachers in the Campbell Union High School District are on a 30-day Substitute Permit. This definitely impacts the instructional program. There is definite shortage of fully qualified credentialed substitute teachers due to the overall shortage of teachers applying for work as substitutes.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic	Ratio of Pupils per
--------------------	---------------------

Counselors (FTE)	Academic Counselor
1	294.00

VII. Curriculum and Instruction

School Instruction and Leadership

The District's Mission Statement, as it appears in the Strategic Plan, states: CUHSD seeks to provide a challenging learning environment enabling students to exceed standards and expectations and to assume adult roles as positive, contributing citizens in a dynamic global society.

Based upon the State Frameworks and the State Board of Education-adopted content standards, the Campbell Union High School District has focused on standards-based instruction over the past several years. The core of the District's strategic plan centers on insuring that students meet the new State requirements, structuring support systems to help insure student success, and providing training for standards-based delivery. Most professional development offerings have been planned based upon this focus. These professional development opportunities include District and site offerings, as well as support of employees' attendance at conferences, workshops, and seminars.

Every four to six years, each of the District's six high schools participate in an accreditation process with the Western Association of Schools and Colleges (WASC). The central theme of the WASC process is a focus on learning. In the very lengthy and detailed preparation for the WASC accreditation, all aspects of the curriculum and school climate are examined at each site. All six high schools in the District are proud to be accredited by WASC.

In the spring of the year, each site determines its professional development calendar for the following school year. These calendars and accompanying budgets are then written into a school site plan; each plan is then approved by the local Board of Trustees. While standards-based instruction forms the backbone of most of the professional development offerings, the plans allow each site also to plan for site-specific activities (e.g., accreditation activities).

Focus standards have been developed or are being developed in each of the four major content areas (history social science, science, English, and mathematics). These essential standards will be central to the standards-based instruction which takes place in each classroom, along with the other standards that exist for each content area. These standards also will help to better prepare the District's students for the California High School Exit Exam and the STAR standards exam.

Department chairpersons from each high school in each content area meet on a monthly basis to discuss standards implementation, assessments, textbook adoptions and analysis of student work.

At the District level, a District Curriculum Advisory Committee, composed of teachers, administrators, classified employees, parents, and students meets five times throughout the school year to deal with standards implementation and new course proposals. The current focus of this Committee is the achievement gap and how to implement strategies throughout the District to close this gap, especially for the underrepresented student groups in the District.

Each school has a Curriculum Committee, as well as department meetings of teachers who meet on a regular basis to plan curriculum units, develop assessments, analyze student work, and to monitor the implementation of standards in each classroom. Teachers--and administrators--at each site and in departments help to ensure the quality of the instructional program by supporting

one another. This support comes in various modes: informal meetings, classroom visits and informal observations, collaborative planning, and targeted professional development based upon observed need(s). The District's Peer Assistance and Review (PAR) consulting teachers work with all first year teachers in the areas of classroom management and curriculum implementation.

Along with District staff, each school monitors the progress of *all* students. This monitoring takes the form of examination of data on an ongoing basis. This data consists of assessments of both standardized and classroom assessments, along with the analysis of student work. Intervention and tutorial classes occur both before and after school and in summer school to assist especially those students who struggle academically. Other supports and interventions that are available for the District's special needs students include an English Learner program at three high schools for second language learners, a Title I program at two high schools for students who do not do well academically in math and or language arts, a special education program for students with disabilities, AVID (Advancement Via Individual Determination) for capable students who might otherwise not go on to college without the support of this program and an alternative high school for students who are not on track for high school graduation.

Equal access for all students is a goal of the District. Advanced Placement courses are open to all students who so desire to enroll, understanding the rigor of such courses and a Middle College program, in partnership with West Valley College, exists for students who prefer a college environment to a comprehensive high school one.

Professional Development

Three District-wide professional development days are made available to all teachers, with an additional three days being provided to teachers new to the District. Multiple professional development opportunities are available to all teachers through District-offered courses, conferences, and seminars. Site-specific offerings also are made available.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks and other instructional materials are kept up-to-date in direct proportion to designated funding. A textbook adoption program is in place which includes a District curriculum review and a textbook adoption cycle. For grades 9 through 12, all textbooks used in the four core areas (English/language arts, mathematics, history/social science, and science) are aligned with the State Board of Education-adopted content standards as approved by the local governing board.

Multi-media equipment, library collections, distance learning, and technology systems have been improved in quantity and quality. A variety of technology equipment, such as computer assisted instruction laboratories, computer programming, graphics computers and laser printers are available at each site.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Total Number of Minimum Days

Blackford had a total of 10 minimum days for the school year.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
1156	322	27.9

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
99	6	6.1

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

No data are available for this section

Degree to Which Students are Prepared to Enter Workforce

All CUHSD high schools offer a challenging curriculum geared to respond to diverse student interest and need. To graduate, students must complete a program of study that exposes them to four years of English language arts, along with mathematics, history, the sciences, fine arts and physical education, as well as to a rich and varied selection of world languages, technology-based courses and other electives. This program of required and elective courses constitutes strong preparation for any post-secondary path a student could choose to pursue. Each year our graduates are accepted at the finest public and private universities in the state as the nation. Others choose to attend community colleges, are accepted by respected trade and apprenticeship programs or successfully enter the workforce.

Enrollment and Program Completion in Career/Technical Education Programs

Data are available from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1). Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
2326	N/A	N/A	N/A	N/A	616	N/A

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35635	35124
Mid-Range Teacher Salary	59899	57212
Highest Teacher Salary	75637	71349
Average Principal Salary (Elementary)		99782
Average Principal Salary (Middle)		
Average Principal Salary (High)	99211	
Superintendent Salary	140000	138750
Percentage of Budget for Teacher Salaries	42.00	38.23

Percentage of Budget for Administrative Salaries	6.37	5.12
---	------	------

Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$44,910,186	\$6,464	\$6,534	\$6,360

Types of Services Funded

Among the types of services funded are teachers and other needed certificated and classified staff, staff development training, instructional programs, counseling and support programs, the purchase of textbooks, instructional materials, technology and software, special education and English language learner programs, athletic and activity programs, transportation, food services, maintenance of buildings and grounds, business services, and safety programs and equipment.