

# Lee Vining High School

## School Accountability Report Card

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

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Lee Vining High School
<b>Street</b>	51710 Hwy 395
<b>City, State, Zip</b>	Lee Vining, CA 93541
<b>Phone Number</b>	760.647.6366
<b>Principal</b>	Jeanne Sassin
<b>E-mail Address</b>	jsassin@esUSD.org
<b>Web Site</b>	www.esUSD.org
<b>CDS Code</b>	2673668000000

<b>District Contact Information</b>	
<b>District Name</b>	Eastern Sierra Unified School District
<b>Phone Number</b>	760.932.7443
<b>Superintendent</b>	Don Clark
<b>E-mail Address</b>	dclark@esUSD.org
<b>Web Site</b>	www.esUSD.org

### **Principal's Message**

Lee Vining High School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We strongly believe in creating a quality school culture. The school's motto is "Pride, Respect, and Hustle". We want everyone on our campus from staff to students to exhibit these qualities. We want students to take pride in what they do and in their school, whether it be in what goes on at the school or the physical plant itself. We want students to show Respect to each other, to staff, and to visitors on our campus. Finally, we want the students to do their best at all times whether in the classroom, in academic competitions, or on the athletic field. Some of our school philosophy is evident with our classroom setup. Students are given quality office desks and chairs that they can have some ownership of, and come to the middle of the classroom for instruction. The more ownership a student has in the school the more pride and respect they will show. We are excited about our school and its programs and welcome all to support our efforts. More than school setup, we make sure students get the help they need academically before or after school. Staff is also instrumental in planning extracurricular activities that are either academic or intended to bond students and staff outside the classroom. Students have had the opportunity to attend professional baseball and football games, attend plays and movies as a school that dealt with curriculum, and staff has put on overnight activities and camping trips to bring students and staff together. This is all done to create a culture where students and staff work together to create a rigorous academic environment and prepare each student for life after graduation.

### **Mission Statement**

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student centered learning environments with no boundaries
- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world
- innovative risk in a secure environment

### **School Profile**

Lee Vining High School is located in the northern region of Lee Vining and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 36 students were enrolled, including 22% in special education, 11% qualifying for English Language Learner support, and 55% qualifying for free or reduced price lunch. Lee Vining High School achieved a 2013 Academic Performance Index (API) score of 836 and met all 2013 Adequate Yearly Progress criteria. This was the last academic performance score given by the state.

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

Grade Level	Number of Students
Grade 9	7
Grade 10	5
Grade 11	6
Grade 12	6
<b>Total Enrollment</b>	<b>24</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	8.3
Asian	0
Filipino	0
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0
White	54.2
Two or More Races	0
Socioeconomically Disadvantaged	50
English Learners	12.5
Students with Disabilities	12.5
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	1	0	1	

## Teacher Misassignments and Vacant Teacher Positions

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

Year and month in which data were collected: June 2010

All textbooks used in the core curriculum at Lee Vining High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, October 18, 2011, the Eastern Sierra Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #11-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including Englishlearners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Eastern Sierra Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal, The Language of Literature Adopted 2009	Yes	0%
Mathematics	Eureka Math/Engage NY Adopted 2015	Yes	0%
Science	Holt, Rinehart and Winston, Chemistry Holt, Rinehart and Winston, Earth Science Holt, Rinehart and Winston, Physical Science Prentice Hall, Biology Adopted 2008	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	McDougal Littell, Civics McDougal Littell, Government McDougal Littell, US History McDougal Littell, World History Adopted 2006  Pearson Prentice Hall, Magruder's American Government Adopted 2012	Yes	0%

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lee Vining High School's original facilities were built in 1998; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two Custodial/Maintenance/Bus Drivers are assigned to Lee Vining High School. The day custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Gymnasium
- Locker room cleaning
- Minor maintenance
- Grounds maintenance
- School Bus Driving

Restrooms are checked throughout the day for cleanliness and are cleaned on a daily basis. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Minor maintenance

The principal and Director of Maintenance communicates with custodial staff daily concerning maintenance and school safety issues. A new maintenance work order call in procedure and log were created in 2014 to better communicate ongoing maintenance issues and problems.

#### Facilities Inspection

The district's maintenance department inspects Lee Vining High School on an annual basis in accordance with Education Code §17592.72(c)(1). Lee Vining High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 8, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

**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>				
<b>Year and month of the most recent FIT report: November 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Weight room needs to be cleaned more thoroughly, spoke with stay regarding the issue.
<b>Electrical:</b> Electrical		X		Ballast in boys locker needs to be replaced, ordered ballast and will replace once part arrives.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

<b>Year and month of the most recent FIT report: November 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	55	52	48	48
Mathematics (grades 3-8 and 11)	--	--	33	28	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	50	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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

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

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0



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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	50

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, school newsletters, alert now phone messaging system, and message board. Contact the principal at (760) 647-6366 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- School Activities
- WASC Accreditation
- Sports
- Developing the Action Plan for the District's Strategic Plan

**Committees**

- Parent Teacher Student Organization (PTSO)
- School Safety Committee
- School Site Council

**School Activities**

- Back to School Night
- Sports Events
- Mock Trial
- Drama
- College Trips
- Athletic or Academic Coaching

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	8.3	0	0	11.4	0	11.5	10.7	9.7
Graduation Rate	88.89	91.67	100	90.48	88.57	100	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	100	96	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	75	92.31	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	0	0	55.44
Students with Disabilities	0	100	63.9
Foster Youth	0	0	68.19

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.8	7.1	0.0	2.7	3.9	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

The Comprehensive School Site Safety Plan was developed for Lee Vining High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2017.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

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

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	6		5	5		5	5				
Mathematics	6	8		5	5		5	5				
Science	10	4		9	2		6	3				
Social Science	12	3		7	3		6	3				

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	36
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.125	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.5	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	45459	4377	41082	64294
District	N/A	N/A	20367	\$64,674
Percent Difference: School Site and District	N/A	N/A	67.4	-0.6
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	144.8	3.0

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

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

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Lee Vining High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

**Public Internet Access Location**

Parents may access Lee Vining High School's SARC and access the internet at any of the county's public libraries. The closest public library to Lee Vining High School is Lee Vining Library, a branch of Mono County Free Library.

Address: 51710 Hwy. 395, Lee Vining

Phone Number: (760) 647-6123

WebSite: <http://www.monocolibraries.org/>

Number of Computers Available: 8

**Disclosure**

The statistical information disclosed in this report is obtained from the California Department of Education and the Eastern Sierra Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2011.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,024	\$41,164
Mid-Range Teacher Salary	\$61,097	\$61,818
Highest Teacher Salary	\$82,311	\$84,567
Average Principal Salary (Elementary)	\$108,413	\$96,125
Average Principal Salary (Middle)	\$108,413	\$103,336
Average Principal Salary (High)	\$108,413	\$101,955
Superintendent Salary	\$168,577	\$126,855
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	9%	6%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	2	28.6

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)**

Lee Vining High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Lee Vining High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

**Teacher Assignment**

During the 2017-18 school year, Lee Vining High School had 5 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

**Professional Development**

This past year our focus was on being trained to create and use Interim Assessments and Thinking Maps Training. Teachers have been working to use more Project Based Activities and Performance Tasks. In the summer of 2017, all teachers were trained in AVID goals and AVID classroom strategies. District teachers meet during subject level meetings, which occur twice a year. Teachers are continually being trained with implementation of Common Core Standards and the new Eureka Math curriculum. Staff have attended workshops and district training's, along with grade level training's with the new standards and curriculum. Staff are supported through peer help and administrative support. Staff have also been intimately involved with the development of Action Plans for the district's Strategic Plan. Those are district level meetings.