

Minarets 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)

School Contact Information	
School Name	Minarets High School
Street	45077 Road 200
City, State, Zip	O'Neals, CA 93645
Phone Number	559-868-8689
Principal	Daniel Ching
E-mail Address	dching@mychawanakee.org
Web Site	http://minarets.chawanakee.k12.ca.us
CDS Code	20-75606-0117010

District Contact Information	
District Name	Chawanakee Unified School District
Phone Number	559.877.6209
Superintendent	Darren Sylvia
E-mail Address	dsylvia@mychawanakee.org
Web Site	www.chawanakee.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Minarets High School

Minarets High School is a comprehensive high school that is project-based, tech-centered (one-to-one laptop program), student-oriented and career-focused. Minarets Charter High School co-exists with Minarets High School. In July 1, 2010, Minarets High School became fully WASC Accredited. Minarets High School is an extension of the commitment of the current Chawanakee Unified School District policies that emphasize innovation and creativity along with rigorous academics. Examples include utilizing technology to learn 21st century schools, smaller class sizes, high level of teacher access (all teachers publish their cell phones for student calls, texts, etc.), student involvement in all hiring of teachers (interview panels, teaching demonstrations, etc.), student surveys of all classes and instruction, high profile programs in Arts/Media/Entertainment, as well as Ag and Natural resources, high degrees of student input, students as professional presenters, student project menus, student project coordinators and more.

Minarets High School places a central focus on job and professional skills, as well as the need for college preparatory programs. Additionally, the school has already instituted two Career Pathways outlined in the Educational Master Plan – one for Ag and Natural Resources, as well as one for Arts, Media and Entertainment. Staff, parents and community members engaged in the Minarets learning community know that people have different learning styles and that in education one size does not fit all. From its inception, Minarets High School was to be unique—a school based on individual learning and truly being student-centered in all aspects.

In 2013, Minarets opened the doors to our new CTE building. The project was made possible through a significant donation by Ponderosa Telephone Company and through state facilities grants. This building is home to our ROP welding and metal fabrication program as well as our wood shop, power mechanics, floral, and Ag Mechanics classes. The building is a representation of our district and school's commitment to career-based education.

The Minarets staff consists of teachers who are actively involved in presenting and attending in professional development opportunities. Several teachers have presented at the CUE (Computer Using Educators) conference, local universities, and national workshop circuits in throughout the United States. There are two Apple Distinguished Teachers on campus and one Google Certified teacher. This represents the staff's dedication to continually improving as professionals and being leaders in the education field. Minarets has even been host to several conferences and school visits over the last few years.

Minarets High School students are treated as young professionals whose work not only prepares them for the future but allows them to produce high quality work while still in high school. This is evident in individual classes as students present, produce high quality videos, publish books and blogs, and work collaboratively on multi-layered projects. Class time is spent according to student needs and is shaped by student opinions, thinking, sharing, collaborating and researching. All students will be successful and will understand the fundamental importance of relationships. Learning is challenging and represents real, professional work. Students work toward higher order thinking skills as they ask questions, defend their answers, and apply their understandings. A variety of technology is used in the classroom everyday, and students are assigned a personal laptop or iPad to be used at school and home. Students have wireless Internet access on campus, their personal Minarets e-mail account and varied means of contacting and communicating with their teachers and the administration. Students also learn how to use social media for positive and productive reasons. The environment is collaborative and respectful among students, staff and the community at large. Staff publishes their cell phones for all students so they can call, text and e-mail when questions or problems arise. Additionally, their teachers survey all students several times per year in order to improve instruction and student customer service.

As a staff we are committed to growing in our efforts to implement more opportunities for challenge-based learning. This learning model is a branch of project based learning that requires students to work on projects that are directly related to the world around them. It is based on solving problems through research, collaboration, inquiry, writing, and presentation. We have had teachers design science projects on water storage, English projects on how to save struggling cities, history projects on preserving the stories of veterans, and much more. These are examples of our mission to provide students with an education that teaches them to be critical thinkers and problem solvers.

Mission:

Minarets High School is a new type of school for a new type of student where a 21st century digital learners are individually welcomed and challenged through a project-based, high-tech, career-focused and student-oriented educational environment.

Vision:

While incorporating the guiding principles of Rigor, Relevance, Relationships and Engagement, Minarets High School will continually work towards being a model 21st century high school that integrates technology, digital learning models, student-centered learning and young professionalism. Students will be successful by learning the importance of creativity, collaboration, communication, critical thinking, community, and competency.

Minarets must have a strong academic program, excellent staff and the appropriate facilities to be successful. Teachers at Minarets must be supported and trained to provide a rigorous, relevant education that begins with a focus on relationships. Teachers at Minarets High School must be leaders in the Educational Technology community and seek professional development to maintain a high level of success with students. Quality professional development founded in research and based on student needs is provided for staff members. Minarets High School staff will continue to participate in CUE (Computer Using Educators), as well as other professional development organizations and opportunities. All of Minarets High School's instructional staff will regularly participate in a summer training institute every summer that focuses on technology integration, student success, program evaluation and 21st century standards. Minarets staff will continue to present at various professional and educational conferences as a way to hone their instructional skills. All instructional staff will participate in weekly staff collaborations.

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

Grade Level	Number of Students
Grade 9	47
Grade 10	53
Grade 11	45
Grade 12	59
Total Enrollment	204

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	7.8
Asian	0
Filipino	0
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0
White	70.6
Two or More Races	1
Socioeconomically Disadvantaged	43.6
English Learners	0
Students with Disabilities	9.8
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	18.58	19.5	11	55
Without Full Credential	3	2	1.325	4.65
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: September 12, 2017

Chawanakee Unified School District held a Public Hearing on 9-12-17, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual/Performing Arts, Health, and Foreign Language, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination, upon request, prior to adoption. The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt: Literature and Language Arts Course 3, McDougal Little Language anon Literature, Globe Pearson, Literature, Green, Gold and Purple levels, McDougal Little Language of British Literature	Yes	0
Mathematics	9th-12th Big Ideas Math adopted	Yes	0
Science	Prentice Hall: Conceptual Physics, 2017, McDougall Little: Biology, 2017, Prentice Hall: Chemistry, 2017. Globe: Earth Science, 2017, Biology Cord, 2017	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McDougal Little-World Geography, Globe World Geo, Glencoe World History, McGraw Hill, World History, Prentice Hall, America: Pathways to the Present, Globe: US History, Prentice Hall: Economics, American Government, Globe: American Government, McDougal Littell: The Americanas. All 2017		0
Foreign Language	9th-12th: Ultimate adopted in 1994	Yes	0
Health	9th-12th: Globe Pearson adopted in 1994		
Visual and Performing Arts	9th-12th: Artistic Pursuit adopted in 2001		

School Facility Conditions and Planned Improvements (Most Recent Year)

Minarets High School's campus opened in the fall of 2009, utilizing one of two academic buildings, the administration building, and the library/media lounge, which includes a Media Lab and Production Facility. The school will open in phases throughout the year. The other academic buildings and the gym will open later in the year. Athletic facilities include four full-size regulation soccer fields and state-of-the-art baseball and softball stadium facilities. The school currently uses about 110 acres, but has an additional 200 acres of Conservation Area. The school is a wireless campus. The current site will have 23 classrooms. The current site is being built to hold 600 students, but the site could be developed for 1300. The school is applying for CTE Grants for future facilities. The school recently opened a new Ag Tech Design CTE building in Fall 2013. It has five teaching spaces including the Metal Fabrication Lab, Wood Fabrication Lab, Small Engine lab, Floral Lab and others. This is a \$4.2 million building that was funded 50% by the State CTE Facilities Grants and 50% local business partnership. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/11/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Added solar panels in January of 2017. Power junction boxes need continued inspection. Repairs were done in January of 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/11/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/11/17				
Overall Rating	Exemplary	Good	Fair	Poor
		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)	84	64	46	45	48	48
Mathematics (grades 3-8 and 11)	40	19	29	25	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	40	36	90	63.89
Male	21	19	90.48	57.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	19	17	89.47	70.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	26	24	92.31	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	60
Students with Disabilities	--	--	--	--
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	36	90	19.44
Male	21	19	90.48	26.32
Female	19	17	89.47	11.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	26	24	92.31	20.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	26.67
Students with Disabilities	--	--	--	--
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	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)	53	33	53	48	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)

Minarets High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom.

While meeting the A-G requirements, the school also brings all post-secondary information and statistics to its students to show them all of the college and career pathways. The school believes that much of what is focused on in most high schools is too limiting and narrow in terms of scope, information, and resources. Minarets High School is focusing on mastery which will be needed in college and all post-secondary situations.

CTE courses are included in the pathways of Information Technology, Ag Science, Plant science, animal science, media arts, and performance. The school has received Ag incentive grants, CTE incentive, and Carl Perkins grants to increase resources, training, and facilities.

Courses offered: Media Pathway, Plant Science Pathway, Animal Science Pathway, IT Pathway.

All CTE courses are A-G approved. The curriculum and instruction in the classes are developed through the same process as all academic classes.

Each course is by student performance and pathway completion.

Kristi Mattes is the primary representative of the advisory board.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	120
% of pupils completing a CTE program and earning a high school diploma	36
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

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	96.49
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	58.49

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
9	11.9	33.3	31

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 invited to participate in the program. The school encourages support through parent surveys, and several parents have written letters of support and done video testimonials as well.

Parents are invited to participate in the School Site Council, Booster Clubs, and the District Advisory Committee.

Parents are asked to provide feedback twice per year on a Google form survey.

Students participate in the WASC process by giving feedback to the visiting teams.

The Minarets Foundation provides opportunities for parents to support and fundraise for extra curricular opportunities.

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	4	0	4.4	9.9	2.6	11.5	10.7	9.7
Graduation Rate	98.84	96	91.23	91.23	85.92	89.74	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	96.36	94.27	87.11
Black or African American	100	75	79.19
American Indian or Alaska Native	50	78.57	80.17
Asian	0	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	92	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	97.3	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	95.24	98.18	85.45
English Learners	0	0	55.44
Students with Disabilities	100	92.31	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	6.6	4.9	9.4	6.7	3.7	4.9	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)

Safety of students and staff is a primary concern of Minarets High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, classified staff and principal. Classified staff and principal supervise students during lunch. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are to sign in at the front office and receive a visitor's pass. In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The school reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in 2017. All revisions are communicated to both the classified and certificated staff. An updated copy of the plan is available to the public at the school and district offices.

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	33.3

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	11	23		10	22		10	21				
Mathematics	9	13		8	9		6	5				
Science	9	1		11	1		10	13				
Social Science	12	19		13	19	1	12	19				

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	1.75	120
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.47	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6870.63	\$748.84	\$6121.90	\$51,554.42
District	N/A	N/A	\$10,059.60	\$56,806.89
Percent Difference: School Site and District	N/A	N/A	-48.7	-9.7
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	-7.1	-19.0

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, Minarets High School receives state and federal funding for the following categorical funds and other support programs:

- Instructional Materials
- Lottery
- Title VI
- Title VII
- Title II

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,744	\$41,164
Mid-Range Teacher Salary	\$58,596	\$61,818
Highest Teacher Salary	\$67,889	\$84,567
Average Principal Salary (Elementary)	\$82,076	\$96,125
Average Principal Salary (Middle)		\$103,336
Average Principal Salary (High)	\$85,838	\$101,955
Superintendent Salary	\$127,160	\$126,855
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	7%	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	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	8	21.5

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)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues.

From 2015-2018 the district and site were involved in model schools training for curriculum development and instructional strategies.

- A team of teachers went to Orlando to train in the model school's curriculum development.
- A team of teachers attended a training in Nashville, Tennessee for model schools in 2017.
- This was the core of the instruction for the site as well as a focus on project-based learning.

A team has been involved in PBIS training over a three-year period as well.