



Christopher High School

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Grades 9-12
CDS Code 43-69484-0118380

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www.gusd.k12.ca.us

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Gilroy USD

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"Expecting all students to use their hearts and minds well"

Principal's Message

My name is Caroline Calero, and I am excited to be a part of Christopher High School's tradition of excellence. As a veteran educator, I have successfully served in a variety of administrative positions, demonstrating a commitment to continuous improvement with a laser-like focus on creating conditions and expectations that inspire and prepare all students to be college and career ready upon graduation. Here at Christopher High School, there is a positive culture of educators, families, and students working together to provide opportunities for all students to aspire, achieve, and thrive. It is an honor and privilege to be a part of the Christopher High School community. It is our core belief that all students have the right to an inspiring, purposeful and well-guided education.

Christopher High School boasts a faculty of highly qualified, dedicated professionals committed to providing a safe and supportive learning environment that leads to high achievement and individual success. We will continue with our tradition of excellence that Christopher High School has worked so hard to establish as we fulfill our mission and vision to expect and prepare all students to use their hearts and minds well to be ready for college, career and life.

The staff at Christopher High prides itself on providing a high-level education to all students, offering a variety of curricular and extracurricular opportunities that inspire, prepare, and build on talents, interests, and required skills for today's world. Students are monitored and guided through high school with a four-year plan that results in graduates being prepared and guided into postsecondary options. For the past six years, our passion and commitment to students can be seen by our alumni and their presence in some of our nation's most prestigious universities, including Stanford University, Harvard University, Cornell University, and nearly every California State University and University of California campus. Most recently, our rigor has been recognized by the state of California, as it named Christopher High School a Gold Ribbon School and recognized for our fine arts program with the Exemplary Arts Education Program Award. In addition, our students are found serving our country in every branch of the military as well as learning trades to become productive members of our community and skilled workforce. All of our staff, including administration and school secretaries, work in concert to provide students with the guidance, training and encouragement necessary to help our students realize their potential and attain the future they envision.

The Christopher High School learning environment is a key component in ensuring the success we have observed. We offer one of the most comprehensive extracurricular and cocurricular programs available, including a highly active associated student body, countless numbers of clubs, a vibrant choir and band program, athletic and nonathletic extracurricular opportunities, and a host of on-campus activities and organizations by which students can build and shape their future selves. There is something for every student, and we greatly encourage all students to get involved and have a productive and engaging high school experience.

School Mission Statement

At Christopher High School, we aim to provide our culturally diverse students with a lifelong enthusiasm for learning within a safe environment. We foster character development and provide academic support so that each student achieves at his or her highest potential, graduates from high school, and is prepared for challenging postsecondary options.

School Vision Statement

Christopher High School prepares graduates with 21st Century Learning Skills for college, career and life.

Parental Involvement

We firmly believe that a strong home and school partnership will help our students be successful. In order to assist students and families in all aspects of Christopher High School, we pride ourselves on having a welcoming and inviting environment in all settings with a focus on good customer service for our community of students and families. Administration and faculty are highly visible and engaged with campus culture. There are monthly principal's coffees so that parents can drop in and have an open conversation in an informal setting.

Christopher High School provides several opportunities for parents to become involved in their student's education and volunteer at the high school. We have a thriving volunteer program that enables a wide variety of ways to participate that is friendly and manageable for all our busy families. Our Parent Club is very active and provides several avenues for parent involvement, working hard to make it possible for all families to participate. Parents may attend regular monthly meetings to learn more about opportunities to help the school and volunteer. For more information on monthly meetings or how to get connected with parent involvement at Christopher High School, please visit our school website at www.chs-gusd-ca.schoolloop.com. Parents may also choose to join our Athletic Booster Club (ABC) or Band Boosters to fundraise and support the Christopher High School athletic and band programs.

Our English Learner Advisory Committee (ELAC) parent group continues to grow and help our school identify and address issues and areas related to our English language learner students and parent group. Information on our monthly meetings may also be found on our school website.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



Governing Board

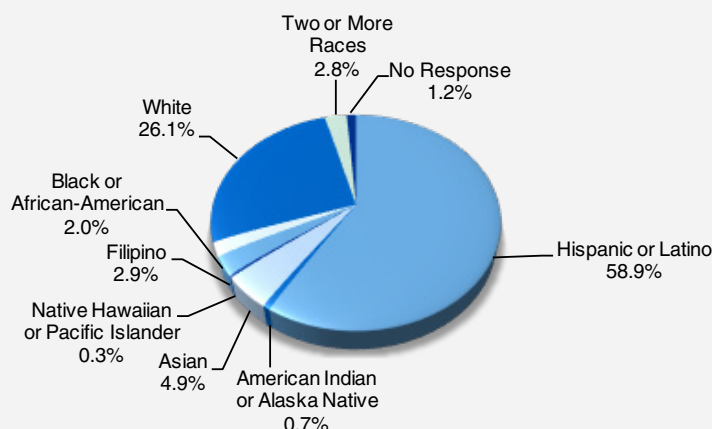
Heather Bass
Mark Good
Patricia Midtgaard
James Pace
Linda Piceno
Jaime Rosso
B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 1,761 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



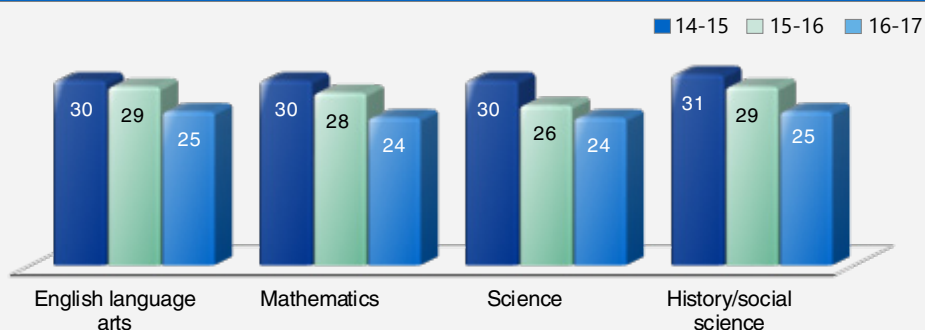
Socioeconomically disadvantaged	42.70%	English learners	6.60%	Students with disabilities	10.10%	Foster youth	0.70%
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Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

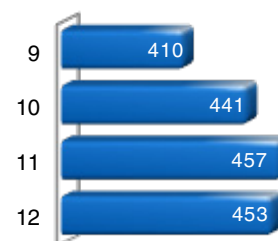
Three-Year Data

	2014-15			2015-16			2016-17		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	32	28	9	32	20	18	31	8
Mathematics	4	21	17	7	38	11	16	29	11
Science	4	45	9	12	47	0	14	38	6
History/social science	4	21	24	7	34	16	18	28	8

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



"Expecting and preparing all students to use their hearts and minds well for college, career and life."

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Christopher HS

	14-15	15-16	16-17
Suspension rates	5.0%	2.2%	3.4%
Expulsion rates	0.3%	0.1%	0.1%

Gilroy USD

	14-15	15-16	16-17
Suspension rates	4.0%	3.3%	3.9%
Expulsion rates	0.2%	0.1%	0.1%

California

	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Christopher HS		Gilroy USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	61%	54%	60%	56%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Christopher HS		Gilroy USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	56%	67%	49%	49%	48%	48%
Mathematics	25%	32%	40%	42%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Christopher HS	Gilroy USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2010-2011
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		10
Percentage of schools currently in Program Improvement		90.90%

✧ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	421	408	96.91%	66.67%
Male	205	202	98.54%	57.92%
Female	216	206	95.37%	75.24%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	21	100.00%	90.48%
Filipino	12	12	100.00%	75.00%
Hispanic or Latino	240	232	96.67%	57.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	115	111	96.52%	79.28%
Two or more races	16	16	100.00%	68.75%
Socioeconomically disadvantaged	157	150	95.54%	49.33%
English learners	45	42	93.33%	28.57%
Students with disabilities	33	26	78.79%	19.23%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	423	408	96.45%	32.35%
Male	206	203	98.54%	32.02%
Female	217	205	94.47%	32.68%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	20	95.24%	75.00%
Filipino	12	12	100.00%	58.33%
Hispanic or Latino	242	233	96.28%	20.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	115	111	96.52%	45.05%
Two or more races	16	16	100.00%	31.25%
Socioeconomically disadvantaged	159	152	95.60%	13.82%
English learners	46	43	93.48%	6.98%
Students with disabilities	33	26	78.79%	3.85%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2015-16 and 2016-17 School Years
	Christopher HS
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	98.53%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	44.52%

Career Technical Education Programs

Christopher High School offers two career technical education (CTE) pathways: Performing Arts and Digital Media. CHS Principal Ms. Calero and Ms. Woodward serve as our high school's CTE representatives.

The following CTE courses are offered at our school:

- Metalworking I
- Woodworking I
- Yearbook (Digital)
- Digital Design and Animation
- Advanced Digital Design and Animation
- Audio Video Production
- Digital Photography
- Advanced Digital Photography
- Computer Science
- Beginning Dance
- Intermediate Dance
- Advanced Dance

Our high school works hard to provide our staff members with time and opportunities to collaborate on cross-curricular activities. In weekly leadership meetings, department chairpersons discuss, plan and share cross-curricular ideas, events and results.

One example of this includes the work that has taken place between our English department, social sciences, CTE and arts department. Our students study the Holocaust through the lens of each discipline, join together in presentations by guest speakers and then culminate the units with a field trip to the Museum of Tolerance. Another example is that of the world languages, art and English departments: The teachers collaborate on daily lessons and artwork, culminating in an evening celebration of Día de los Muertos.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2016-17 Participation
	Christopher HS
Number of pupils participating in CTE	885
Percentage of pupils who completed a CTE program and earned a high school diploma	24.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 9

Four of six standards	19.9%
Five of six standards	30.0%
Six of six standards	31.1%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gi/gi/hs/hsgrmin.asp or www.cde.ca.gov/ci/gi/gi/hs/hsgrmin.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016	
Group	Christopher HS	Gilroy USD	California
All students	97.39%	92.43%	87.11%
Black or African-American	100.00%	100.00%	79.19%
American Indian or Alaska Native	100.00%	75.00%	80.17%
Asian	94.44%	94.12%	94.42%
Filipino	100.00%	95.24%	93.76%
Hispanic or Latino	96.28%	89.55%	84.58%
Native Hawaiian or Pacific Islander	100.00%	100.00%	86.57%
White	97.81%	97.77%	90.99%
Two or more races	100.00%	100.00%	90.59%
Socioeconomically disadvantaged	96.49%	88.71%	85.45%
English learners	55.56%	54.93%	55.44%
Students with disabilities	88.68%	77.68%	63.90%
Foster youth	◇	◇	◇

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Christopher HS	94.08%	97.63%	98.22%	5.40%	0.70%	1.30%
Gilroy USD	84.11%	88.76%	92.47%	10.90%	7.50%	4.40%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

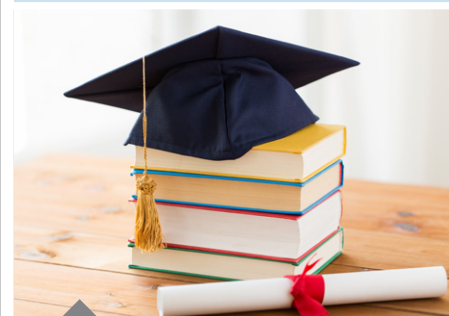
◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2016-17 School Year	
Percentage of total enrollment enrolled in AP courses	29.30%
Number of AP courses offered at the school	14
Number of AP Courses by Subject	
Computer science	1
English	2
Fine and performing arts	2
Foreign language	2
Mathematics	2
Science	3
Social science	2



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 5, 2017.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading	<i>The Language of Literature</i> , McDougal Littell	2004
Reading	<i>Read 180</i> , Scholastic	2009
Mathematics	McDougal Littell	2001
Science	<i>Chemistry</i> , California; Holt	2010
Science	<i>Environmental Science</i> , Holt	2006
Science	<i>Modern Biology</i> , Holt	2001
History/social science	<i>Economics</i> , Prentice Hall	2009
History/social science	<i>American Government</i> , Pearson	2009
History/social science	<i>World Cultures</i> , Prentice Hall (9)	2008
History/social science	<i>American Anthem</i> , McDougal Littell	2007
History/social science	<i>Modern World History</i> , McDougal Littell	1999

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2017-18 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/5/2017



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		10/25/2017
Date of the most recent completion of the inspection form		10/30/2017

School Safety

Student safety will always be our No. 1 concern at Christopher High School! All emergency drills and evacuations are executed on a regular basis according to a schedule received from the district office. A Run, Hide, Defend drill is practiced twice a year during each semester with assistance from the school resource officer and other community support staff. Protocols, procedures, expectations, evacuation routes and planning are reviewed with staff on a continual basis.

Christopher High is a very safe campus. We have four full-time campus supervisors and one part-time supervisor. Our campus supervisors patrol all areas of the school, checking the inside and outside of buildings, common areas, and student restrooms.

The school utilizes a video surveillance system with cameras in strategic locations throughout the campus. There are numerous access points for staff to access the cameras and gather evidence related to incidents on campus. Upkeep of the system is part of the work-order process within the district. The campus is locked during non-school hours using lockable entrance gates and has a perimeter fence. Supervision of the school occurs before, during and after school. School administration and staff support our campus supervisors with campus and student supervision. CHS follows district and California Education Code policies for suspension and expulsion.

Certificated and classified staff participate in on-going trainings through the district to address mandated reporting responsibilities, use of and handling of blood-borne pathogens, and acceptable use of pesticides and cleaners on campus.

All classified and certificated staff members receive training and information on how to handle emergency situations that may arise on the campus. Exit routes, safety procedures, attendance taking, marked gathering spots and emergency supplies are shared with staff. All questions and scenarios are covered and answered in accordance with the campus safety plan.

The CHS Safety Plan provides clear and consistent guidelines to ensure a safe campus. Students, staff and parents have access to the plan, which is approved by our School Site Council on a yearly basis. The plan incorporates policies, procedures, exit routes for evacuation from buildings, and student expectations and guidelines as well as Education Code information regarding student discipline.

The safety plan is updated and modified every year to address unique situations and behaviors that arise during the school year. If there are changes to policies or procedures during the school year, we give a notice to students and parents a notice to communicate the implemented changes.

The safety plan was last reviewed, updated, and discussed with the faculty in January 2018.



School Facilities

Christopher High School is a state-of-the-art high school built in 2009. It is currently serving approximately 1,850 freshmen, sophomore, junior and senior students. Our high school features sufficient space to serve this number of students: 76 classrooms, one full-size gymnasium, an auxiliary/practice gymnasium, school library, dining commons, career/student services center, six computer labs, a wrestling room, dance studio, weight room, athletics playing and practice fields, a black box theater, outdoor amphitheater, aquatics complex, administrative offices, conference rooms and counseling offices. It is still in beautiful condition and a source of tremendous pride for our school community.

Our high school employs seven full-time and one part-time custodians—three during the school day and four-and-a-half at night. Our custodians do their best to keep our school clean and orderly. School maintenance is recorded using a published cleaning schedule, detailing the times and dates when classrooms, common areas and restrooms are cleaned.

The district maintenance staff makes periodic site checks and, by work order, completes necessary repairs as reported.

Students are kept safe before, during and after school by the vigilance and professionalism of our five campus supervisors, administrative team and volunteer staff who are very visible and present throughout campus. The five supervisors have specific areas of focus. They do a wonderful job of building healthy relationships with our students, and that trust goes a long way to maintaining a safe and orderly campus. The district safety coordinator ensures all areas are well lit when students are on campus. The assistant principal for discipline maintains consistent discipline policies within his staff and across the campus.

Professional Development

The major areas of focus for professional development in the 2017-18 school year builds on previous year's professional development in Depth of Knowledge to increase rigor, academic vocabulary, common core reading and writing anchor standards, and research-based instructional strategies to serve language learners, in addition to the use of data to inform instruction.

The focus for the 2017-18 school year is tied to our mission of providing students with 21st century learning skills as outlined in the common core framework. Such professional development will require application and extension of previous year's learnings.

For Life and Career Skills, professional development will focus on Anti Bias/Bullying and cultural diversity training and education in addition to training on the use of data and assessments to monitor progress and inform instruction.

For Learning and Innovation Skills, professional development will focus on Critical Thinking and Communication and Collaboration through literacy skill development (accessing content/text, constructing arguments in writing and in group discussions/inquiries).

For Information, Media, Technology Skills, professional development will focus on Information, Communication, and Technology Literacy through the use of Google Classroom tools, Aeries student information system, EADMS assessment system, and other specific instructional technology resources as identified by department to support core curriculum.

As a school and a district, professional development has been heavily focused on providing equitable learning to all students, including best practices in working with language learners and differentiated instruction. Pedagogy as it relates to responding to data collected from multiple sources has been an important aspect of whole-staff training, and have been delivered during minimum-day sessions, district professional development days as well as department-specific trainings. The staff will be given intensive training this year on the new California English Language Development standards and integrated language instruction.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Gilroy USD	Christopher HS		
Teachers	17-18	15-16	16-17	17-18
With a full credential	496	87	72	82
Without a full credential	32	4	4	4
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Christopher HS			
Teachers	15-16	16-17	17-18	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	1	0	0	

Professional Development

Professional Development Days

2015-16	3 days
2016-17	3 days
2017-18	3 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2016-17 School Year

Academic Counselors

FTE of academic counselors 3.8

Average number of students per academic counselor 436

Support Staff FTE

Social/behavioral counselor 1.0

Career development counselor 0.0

Library media teacher (librarian) 0.0

Library media services staff (paraprofessional) 0.5

Psychologist 1.0

Social worker 1.0

Nurse 1.0

Speech/language/hearing specialist 1.0

Resource specialist (nonteaching) 1.0

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year
	Gilroy USD	Similar Sized District
Beginning teacher salary	\$49,748	\$48,522
Midrange teacher salary	\$73,285	\$75,065
Highest teacher salary	\$93,101	\$94,688
Average elementary school principal salary	\$127,507	\$119,876
Average middle school principal salary	\$136,790	\$126,749
Average high school principal salary	\$145,040	\$135,830
Superintendent salary	\$215,416	\$232,390
Teacher salaries: percentage of budget	37%	37%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Christopher HS	\$5,820	\$85,752
Gilroy USD	\$7,417	\$88,493
California	\$6,574	\$77,824
School and district: percentage difference	-21.5%	-3.1%
School and California: percentage difference	-11.5%	+10.2%

Types of Services Funded

Christopher High School receives Gifted and Talented Education (GATE) funds. These funds are used to support our Honors and Advanced Placement (AP) courses (course development) and teacher professional development. Our high school also receives Economic Impact Aid/Limited English Proficiency (EIA/LEP) funds, which support our testing paraprofessional. School Library Improvement Grant (SLIG) funds are used to support our department.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$7,118
Expenditures per pupil from restricted sources	\$1,298
Expenditures per pupil from unrestricted sources	\$5,820
Annual average teacher salary	\$85,752

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

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