

Colusa Alternative High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Colusa Alternative High School
Street	901 Colus Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-2156
Principal	Rebecca Changus
Email Address	rchangus@colusa.k12.ca.us
Website	https://colusaalternativehigh.colusa.k12.ca.us/
County-District-School (CDS) Code	06-61598-0630012

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Colusa Unified School District
Phone Number	530-458-7791
Superintendent	Jeff Turner
Email Address	jturner@colusa.k12.ca.us
Website	https://www.colusa.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Colusa Alternative High School (CAHS) is a Colusa Unified School District school of choice. CAHS primarily serves students ranging from 15-18 years old. At the time of enrollment, most students transfer due to credit or course deficiency. CAHS instructors utilize a variety of instructional strategies for delivering a core curriculum. Students are held accountable for meeting standards and consistent expectations academically, vocationally and socially. They are encouraged to pursue areas of interest, develop their talents, and acquire employment skills. Students may either work toward a diploma through CAHS or transfer to the comprehensive high school at semester if they have sufficient credits, fulfilled the required research project, and have taken or made up courses required for graduation. Many students find great success in the alternative approach, so they opt to stay and graduate from our alternative program. A dedicated and caring staff is committed to fulfilling the school's mission: Colusa Alternative High School will provide an environment that enables all learners to reach their individual potentials, including the literacy, knowledge, and skills necessary to compete in a global economy, and to exercise the rights and responsibilities of citizenship.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	2
Grade 11	9
Grade 12	4
Total Enrollment	15

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	93.3
White	6.7
Socioeconomically Disadvantaged	93.3
English Learners	46.7
Students with Disabilities	33.3
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	3	3	76
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All curriculum materials utilized by students and staff are similar to those used at the comprehensive high school, Colusa High School.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Composition (Honors). Bedford St. Martin's 2011 Handbook of Critical Approaches to Literature. Oxford University Press 1999 Various Novels My Perspectives: English Language Arts. Savvas Learning Company 2017 (Digital) Supplemental: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest, 2019 Language of Literature 9. McDougall Littell 2000 Language of Literature 10. McDougall Littell 2000	Yes	0%
Mathematics	Integrated Math I, Holt McDougall, 2016 Integrated Math II, Holt McDougall, 2016 Integrated Math III, Holt McDougal, 2016 Pre-calculus, Brooks/Cole (Cengage), 2012 Calculus , Houghton Mifflin, 2006 Personal Finance: Foundations in Personal Finance, The Lampo Group, 2014	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Agriscience. Interstate Publishers, Inc. 2003 Biology: California The Living Earth. Pearson 2020 Biology Concepts & Connections. Pearson 2018 Environmental Science. Pearson 2011 Active Chemistry. It's About Time 2015 Modern Chemistry (Ag Chem). Holt McDougall 2015 Physics. Holt McDougall 2012 Sustaining the Earth. Brooks/Cole 2007 Introduction to Anatomy & Physiology. Goodheart Wilcox 2014 Earth Comm. Activate Learning 2018</p> <p>Supplemental: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Climate Change. National Geographic 2014 Green. National Geographic 2014 Water: Challenges & Policy. National Geographic 2014 Science Laboratory Equipment (Gr. 9-12). Essential laboratory equipment is provided through site and categorical funding.</p>	Yes	0%
History-Social Science	<p>History Alive! World History. Teacher's Curriculum Institute 2013 History Alive! Pursuing American Ideals. Teacher's Curriculum Institute 2013 American Government. Bedford, Freeman & Worth 2019 Econ Alive!: The Power to Choose. Teacher's Curriculum Institute 2015 Government Alive: Power, Politics and You. Teacher's Curriculum Institute 2020 (Digital)</p> <p>Supplemental: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Foundational Documents and Court Cases Reader. Bedford, Freeman & Worth 2019</p>	Yes	0%
Foreign Language	<p>Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Supplemental: Discovery Education website CPR Training manual Various pamphlets Reality Works (Babies) Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019	Yes	0%
Visual and Performing Arts	Theatre Art in Action. Glencoe 2005		N/A
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) Essential laboratory equipment is provided through site and categorical funding.	Yes	0%

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

School Facility Conditions and Planned Improvements

The CAHS facilities include three classroom on the high school site. The facilities are in good repair; the custodial and teaching staffs keep the facilities clean, orderly, and inviting so that students feel very much at home. In addition to taking their classes at the CAHS site, students may eat in the school cafeteria during break and lunch if they choose. Classroom modernization took place in the summer of 2017 in which carpet was installed in two rooms.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. There appears to be an adequate air supply to all classrooms, work spaces, and facilities. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Electrical: Electrical	Good	Electrical systems, components, and equipment appear to be working properly.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Fair	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Colusa Alternative High School does not offer any approved CTE courses, at this time. We are developing plans so that students at the CAHS may be able to access CTE courses at Colusa High School in the future. Students do have increased exposure to work experience offerings while attending CAHS, and many students utilize work experience. CAHS students have the option to take advantage of a Colusa County Office of Education RN program in the 2020-2021 school year.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are 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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents have the opportunity to meet with the school counselor every two weeks to get updates on their student's progress. There are transitional meetings as well as pre-CAHS meetings that occur that parents can attend as well. Parents are normally a part of FAFSA nights and can volunteer at graduation and to be a senior project judge. Parents are invited to our Back to School Night, Technology Training and Winterfest events held every year. Our counselor, Bibiana McNeil, meets with students every two weeks and proactively schedules parent meetings to best support our students regarding their individualized education plan and goals. Lupe Espindola is our bilingual liaison, and she also provides a great deal of support. Those interested in getting involved should contact staff or faculty members, Administrative Assistant Lorie Meyers, or Principal Rebecca Changus at 458-2156. Mr. Turner has also invited parents to participate in his PAC committee.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	15.4	14.3	6.3	10.9	7.5	9.1	9.6	9
Graduation Rate	--	84.6	78.6	91.9	80.7	82.2	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	.5	.6	3.5	3.5	3.5	3.5
Expulsions	0.0	0.05	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.4	.05	
Expulsions	0.0	.001	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Colusa Alternative High School Safety Plan is reviewed annually by administration with staff, and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. Colusa Alternative High School completes additional safety drills above the minimum required by the state of California. All visitors are required to check in at the school office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension. Additional cameras have also been purchased to further promote school safety, and many individuals have shared positive comments about the increased lighting at evening events. Individuals wear masks while on site due to COVID-19 and follow all safety measures indicated in our CUSD Task Force Plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	16	1										
Mathematics	16	1			21	2			15	2		
Science												
Social Science	16	1										

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	15:1

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,148	--0	\$3,148	\$80,148
District	N/A	N/A	\$9,012	\$76,361
Percent Difference - School Site and District	N/A	N/A	-96.4	4.8
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-84.5	15.0

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

Types of Services Funded (Fiscal Year 2019-2020)

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment and enrichment programs is provided through state and federal categorical funds. Increased funding to curriculum was indicated as a need in teachers' zero based budget resulting in increased funding for curriculum. CAHS has access to all CHS curriculum for consistency and alignment.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,876	\$44,318
Mid-Range Teacher Salary	\$68,220	\$67,053
Highest Teacher Salary	\$92,760	\$90,163
Average Principal Salary (Elementary)	\$96,024	\$106,389
Average Principal Salary (Middle)	\$120,514	\$113,976
Average Principal Salary (High)	\$121,191	\$114,214
Superintendent Salary	\$160,048	\$141,066
Percent of Budget for Teacher Salaries	33.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

There were three days allocated for professional development activities, two prior to the start of school and one in the month of October. Additionally, time is reserved from 2:30 pm to 3:30 pm each Wednesday for staff collaboration and Professional Learning Communities. Every two weeks, the counselor and the administration meet with each student to monitor progress, attendance and discipline. Each student signs a contract and each meeting sets goals and checks progress toward those set goals. Professional development is offered to teachers if requests tie to their current schedule, and a variety of funding sources are available to assist teachers in this regard. Teachers are supported by the counseling office biweekly in order to be as accurate as possible regarding credits and assignments necessary for each individualized learning plan. The staff also meets and communicates biweekly as a minimum goal to support our program and students.