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

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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 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://colusahigh.colusa.k12.ca.us/
County-District-School (CDS) Code	06-61598-0631259

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)

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves approximately 400 students in grades 9-12 through our comprehensive secondary programs (College Preparatory, School to Career, pre-vocational). Of the 91 students graduating in the Class of 2020, 21% are attending a four year college, 67% are attending a California Community College, 1% enlisted in the Armed Forces, 6% entered the workforce, and 1% enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges. Colusa High School went through the accreditation process in April 2018 and earned a six year accreditation with a 3 year mid-cycle visit. Our WASC Mid-Cycle Visit is scheduled for February 2021.

It is a goal of Colusa High School that students are prepared to partake in post-secondary education and/or training, or to enter the workforce.

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

Grade Level	Number of Students
Grade 9	108
Grade 10	103
Grade 11	101
Grade 12	99
Total Enrollment	411

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

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	2.7
Asian	1
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.2
White	24.8
Two or More Races	0.2
Socioeconomically Disadvantaged	63.5
English Learners	15.1
Students with Disabilities	13.1
Foster Youth	0.7
Homeless	1

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	22	22	21	76
Without Full Credential	0	2	1	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

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). Beford 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	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 Supplemental: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Climate Change. National Geographic 2014 Green. National Geographicn2014 Water: Challenges & Policy. National Geographic 2014 Science Laboratory Equipment (Gr. 9-12). Essential laboratory equipment is provided through site and categorical funding.	Yes	0%
History-Social Science	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) Supplemental: Gale Databases. Cengage Learning 2019 Proquest Databases. Proquest 2019 Foundational Documents and Court Cases Reader. Bedford, Freeman & Worth 2019	Yes	0%
Foreign Language	Realidades I, Pearson-Prentice Hall, 2008 Realidades II, Pearson-Prentice Hall, 2008 Entre Mundos, Pearson-Prentice Hall, 2004 Temas(AP), Vista Higher Learning, 2014	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	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) 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 present Colusa High School campus is approximately 53 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 23 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with animal barn.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. Students checked out a chromebook as an instructional tool now that we have one-to-one access. Our Business and Finance pathway classroom has been modernized, and is equipped with new student computers. All of our staff computers are networked and have Internet access as well.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds. A sanitation schedule is followed daily including a sanitation between lunch A and lunch B.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings. Colusa High School was a recipient of California Technical Education Incentive Grant resulting in a new pavilion, modernized science classroom, and a modernized business classroom that was completed in 2020. CHS was also the beneficiary of the passing of a school bond in 2014 that has significantly helped with our alarm system, intercom system, new high efficiency LED lights, numerous new AC/Heat units, window tinting for safety, new flooring and restrooms in the cafeteria/foyer, repaired roofs and air conditioning now in the gymnasium.

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.
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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	61	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	16	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)

Career and Technical Education Pathway is offered in Agriculture Mechanics, Agriscience, and Business Management. Agriculture Mechanics students take a pathway sequence of Beginning, Intermediate, and Advanced Farm Mechanics. Agriscience students take a pathway of Ag. Earth, Sustainable Ag., and Ag. Chemistry. Business Management students take a pathway sequence of Introduction to Business and Finance, Intermediate Business Management Communication Technology, and Advanced Business Management Enterprise and Project Management.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	265
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33

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	98.82
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	42

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)

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents; to assist by chaperoning dances and field trips; to serve on Senior Project panels; and help with senior interviews. Parent nights are provided for Colusa High School parents including: Back to School, Technology Information Night and our Winterfest Celebration. If you would like to volunteer please contact Rebecca Changus, Interim Principal, or Lorie Meyers, Administrative Assistant at (530) 458-2156.

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	2.2	3.8	2.6	6.3	10.9	7.5	9.1	9.6	9
Graduation Rate	96.7	91.1	87	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	.05	.05	3.5	3.5	3.5	3.5
Expulsions	.005	.01	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	.04	.05	
Expulsions	.005	.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 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 High School completes additional safety drills above the California requirements. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. New cameras have been installed in various locations to further expand our campus safety. Additionally, we have received positive comments regarding the increased lighting at evening events. Catapult Safety Communication System was implemented in the 2019-20 school year as an increased measure of safety for our entire Colusa Unified School District.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	22	8	11		21	8	12	0	23	8	8	4
Mathematics	21	8	4	3	23	5	10	0	25	5	7	2
Science	22	7	5	2	23	5	6	1	20	7	5	0
Social Science	21	6	7		22	8	5	0	23	8	4	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*	411:1

*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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
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	$7,995	$967	$7,069	$81,987
District	N/A	N/A	$9,012	$76,361
Percent Difference - School Site and District	N/A	N/A	-24.2	7.1
State	N/A	N/A	$7,750	$68,990
Percent Difference - School Site and State	N/A	N/A	-9.2	17.2

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. CTEIG is providing funding for a variety of CTE projects.

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	4	5

*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

Teachers are required to complete three days of pre-service professional activity days. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan. Our teachers attend opportunities for professional development pertinent to their subject matter.