

Chesnut Continuation 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 | Chesnut Continuation High School |
| Street | 516 Baker St |
| City, State, Zip | Coalinga |
| Phone Number | (559) 945-2204 |
| Principal | Scott Ervin |
| Email Address | servin2@chusd.org |
| Website | http://chusd.org |
| County-District-School (CDS) Code | 10621251030477 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|---|
| District Name | Coalinga-Huron Unified School District |
| Phone Number | (559) 935-7500 |
| Superintendent | Lori Villanueva |
| Email Address | lvillanueva@chusd.org |
| Website | http://www.chusd.org |

OUR MISSION

Our Mission is to provide alternative avenues to academic success for district high school students. Our instructional program is based on respect, responsibility, with high expectations of student abilities, adherence to high academic standards, and our core belief that all students can be successful learners. We provide individualized curriculum, instruction, and services preparing students for College and Career success. We strive to offer an avenue for students to complete their education by meeting the graduation requirements, and either return to the comprehensive high school for graduation, or graduate in the continuation high school program.

OUR VISION

High expectations for personal and academic growth

Access to a broad and rigorous curriculum where individualized academic services are provided to ensure students are prepared for 21st Century skills for College and Career success.

Provide students with needed support

Provide students with alternative avenues to earning their high school diploma

Provide students with Culturally-Responsive pedagogy where students rich-culture is embraced and honored

Through these focus areas we will be placing our students on a trajectory to success. Partnerships with parents, our community, students and staff, it is our belief that we will endeavor to persevere in our efforts to ensure the success of all our students. With a “family-like” atmosphere fostered by staff, students and community at Coalinga-Huron Alternative Education, we will continue to grow our Engage, Challenge and Inspire commitment for all students.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 11 | 11 |
| Grade 12 | 13 |
| Total Enrollment | 24 |

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

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 4.2 |
| Asian | 4.2 |
| Hispanic or Latino | 91.7 |
| Socioeconomically Disadvantaged | 100 |
| English Learners | 58.3 |
| Foster Youth | 4.2 |
| 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 | 1 | 2 | 2 | 183 |
| Without Full Credential | 0 | 0 | 0 | 20 |
| 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 | 3 | 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: January 2017

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | Collections - HMH Adopted 2017 | Yes | 0 |
| Mathematics | Algebra 1 Concepts and Skills Adopted 2004 Geometry Adopted 2011 | Yes | 0 |
| Science | Earth Science Adopted 2007 Life Science Adopted 2007 | Yes | 0 |
| History-Social Science | World History: Modern Times Adopted 2009 U.S. History: American Vision: Modern Times Adopted 2009 Economics: Glencoe Economics, Today and Tomorrow Adopted 2009 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

The campus is safe, clean and adequate for the needs of the students. All classrooms have WiFi access, which allows all students to incorporate their assigned Macbooks on a daily basis. A new phone system was installed that now allows fast communication between all classrooms and the main office.

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: 9/24/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Poor | Burnt out light; Replaced 9/23/19 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| 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) | 8 | N/A | 30 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 0 | N/A | 17 | 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 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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) | 0 | N/A | 12 | 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 |

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

There are currently no CTE courses offered at this site, as it is an alternative education school where students focus on completing both Core and credit recovery classes needed to earn their diploma at the site or as they return to the comprehensive high school.

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

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

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)

Parent involvement is an essential part of students success. Chesnut High staff is committed to collaboration with a variety of communication methods to collaborate and ensure parents partnerships are fostered. Parent "Family Nights" are an integral part of our partnerships as we invite parents to Back to School Nights and parent gatherings each quarter to ensure parents are knowledgeable of the leadership, curriculum, instruction, assessment and culture their child is experiencing. In addition to parent gatherings, we invite parents to be part of the school community through School Site Council membership, English language advisory council, District English Language Advisory Council. Online communication through Canvas, Google classroom and Aeries communication is an additional way to increase communication with parents if evening gatherings are not conducive to their schedules. We encourage every parent to be part of their child's education as we partner to ensure the success of their child.

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 | 58.8 | 44.4 | -- | 15.7 | 14.3 | 14.9 | 9.1 | 9.6 | 9 |
| Graduation Rate | 41.2 | 55.6 | -- | 78.4 | 79.4 | 81.1 | 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 | 0.0 | 7.7 | 5.0 | 6.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.3 | 0.1 | 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 | | | |
| Expulsions | | | |

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)

Safety is our number one priority as it creates a positive school culture for students, staff, parents and stakeholders. Students are versed on procedures for lock downs and drills on a monthly basis by their teachers. Our staff continually monitors the school grounds. The School Safety Plan is updated yearly. Key elements of the plan include active shooter/lockdown procedures as well as evacuation procedures in the event of a natural disaster.

D. Other SARC Information

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

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 | 17 | 2 | | | 12 | 2 | | | 3 | 10 | | |
| Mathematics | 17 | 4 | | | 12 | 2 | | | 6 | 4 | | |
| Science | 18 | 1 | | | | | | | 7 | 3 | | |
| Social Science | 17 | 2 | | | 13 | 2 | | | 5 | 7 | | |

*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* | 48 |

*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) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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 | \$18,033 | \$2,671 | \$15,362 | \$82,574.50 |
| District | N/A | N/A | \$9,883 | \$74,481 |
| Percent Difference - School Site and District | N/A | N/A | 43.4 | 10.3 |
| State | N/A | N/A | \$7,750 | \$75,706 |
| Percent Difference - School Site and State | N/A | N/A | 65.9 | 8.7 |

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

Types of Services Funded (Fiscal Year 2019-2020)

The school operates on funds allocated by the district. The school runs an after school tutorial two days per week. Attendance there is strictly on a voluntary basis. In addition, MacBooks are assigned to every student with the option of taking it home to work on online credit recovery classes.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|--------------------|--|
| Beginning Teacher Salary | \$46,208 | \$47,145 |
| Mid-Range Teacher Salary | \$78,206 | \$74,952 |
| Highest Teacher Salary | \$92,466 | \$96,092 |
| Average Principal Salary (Elementary) | \$103,694 | \$116,716 |
| Average Principal Salary (Middle) | \$106,466 | \$120,813 |
| Average Principal Salary (High) | \$115,043 | \$131,905 |
| Superintendent Salary | \$156,476 | \$192,565 |
| Percent of Budget for Teacher Salaries | 31.0 | 31.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 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 | 5 | 5 | 7 |

Our staff training focuses on techniques to improve student achievement and is conducted in collaboration with Cambridge High School. The staff attends professional conferences in their subject areas in order to gain a better working knowledge in both lesson delivery, and classroom management. The entire Alt Ed staff meets once a month for professional development on issues directly related to the Alt Ed setting.