

Coalinga 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	Coalinga High School
Street	750 Van Hess Avenue
City, State, Zip	Coalinga CA, 93210
Phone Number	(559) 935-7520
Principal	James Stotlar
Email Address	jstotlar@chusd.org
Website	https://chs.chusd.org/
County-District-School (CDS) Code	10-62125-1031376

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

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

Coalinga High School was originally built in 1910 and moved to its current location in 1938. Today the school encompasses over 20 acres in the heart of the City of Coalinga. In 2008 a school construction bond was passed that allowed for an update of a portion of our campus including our gym, vocational classrooms, special education classrooms and the grounds. In 2018, visitors are greeted by the beloved mascot, Oscar the Toad, perched on a rock who eagerly welcomes all to see the quality education at Coalinga High School.

Coalinga High School offers a variety of instructional and extracurricular activities that provide growth opportunities for all students as we strive to support the whole child during their high school years. We currently offer seven ROP/CTE career pathways: Culinary Arts, Multimedia, AG Welding, Careers in Education, Homeland Security, Web Design, Athletic Training. In the 2019-2020 school year we have added a ROP Power Systems pathway in a brand new million-dollar facility located at our school's AG Farm. Our athletic programs are competitive with many of our students earning athletic as well as academic accolades. Our ASB department continues to enhance the school spirit with rallies and other activities on campus through-out the year. Our drama department continually produces the best of the best of high school plays and often earns local and state awards for the top notch performances.

Coalinga High School is a school full of pride and full of tradition lead by an outstanding staff with wonderful students. For more information about our school visit Coalinga High School's Website: chs.chusd.org or our YouTube channel: In the News at CHS.

Mission Statement: Coalinga High School is committed to providing relevant and contemporary learning experiences that enable our students to achieve goals of productivity and self-fulfillment.

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

Grade Level	Number of Students
Grade 9	336
Grade 10	328
Grade 11	282
Grade 12	265
Total Enrollment	1,211

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	0.6
Hispanic or Latino	83.3
White	11.3
Two or More Races	1.5
Socioeconomically Disadvantaged	87.8
English Learners	23.7
Students with Disabilities	10
Foster Youth	0.2
Homeless	1.6

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	50	53	52	183
Without Full Credential	4	2	3	20
Teaching Outside Subject Area of Competence (with full credential)	2	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 2021

Due to the 2020-2021 school closures Teachers are also provided access to Edgenuity, Nearpod, and Cyber High. Teachers used these online resources to supplement their instruction.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA Houghton Mifflin Harcourt – California Collections 2017	Yes	0
Mathematics	Math Adoption; College Preparatory Mathematics 9th – 12th May 12, 2015	Yes	0
Science	<p>Glencoe Biology; Biggs & Hagins; McGraw Hill; 2012; Lab Bio 1 & 2 May 8, 2012</p> <p>Integrated Physical Science: California Houghton Mifflin Harcourt - HS Physics in the Universe, August 2020</p> <p>Lab Biology 1 and Biology 2: California Houghton Mifflin Harcourt Dimensions: HS The Living Earth August 2020</p> <p>Chemistry Adopted 2008</p> <p>Earth Science Adopted 2007</p> <p>Physics Adopted 2006</p> <p>Science Probe I & II Adopted 1999</p> <p>Chemistry Adopted 2002</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>World History Modern Times by Spievogel et.al, California Edition (Glencoe) 2006; CHS World Civilization February 14, 2012</p> <p>The American Journey; 4th Edition; AP US History June 7, 2011</p> <p>MaGruders American Government; McClenaghan Pearson/Prentice Hall; 2006; CHS Civics February 14, 2012</p> <p>Economics Today & Tomorrow; Standard and Poors; Glencoe/McGraw Hill; 2005; CHS Economics February 14, 2012</p> <p>AP World History :Ways of the World - 2016</p>	Yes	0
Foreign Language	<p>Accion! Level One. Second Ed. Galloway, Joba, Labarca; Glencoe McGraw Hill (1998). Spanish 1 and 2</p> <p>Realidades 3. Boyles, Met, Sayers; Pearson (2014); Spanish 3</p> <p>Galeria de Arte y Vida. Adey & Albini; Glencoe/McGraw-Hill (1997). AP Spanish</p> <p>Literatura y arte; 6th Ed. Copeland, Kite, Sandstedt; Holt, Rinehart and Winston (1997). AP Spanish</p> <p>Signing Naturally Units 1-12: Dawnsignpress 2014</p>	Yes	0

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

School Facility Conditions and Planned Improvements

The school meets most or all of standards of good repair on all sections, except restrooms/fountains which received a fair rating. Overall, the school achieved an average of 94% on the FIT report for an overall "good" rating.

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: September 16,2020

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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	All repairs indicated on the FIT report were completed in November and December 2020.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Pool complex decking surface has cracks - repairs are underway
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)	58	N/A	30	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	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
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)	14	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
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)

Courses offered at Coalinga High School that focus on career preparation include: Child Development I, Child Development II, Web Page Design I, Web Page Design II, Multimedia I, Intro to Mechanics, Homeland Security, ROP Athletic Training, ROP Careers in Ed, ROP Criminal Investigation, ROP Criminal Justice, ROP Culinary Art, ROP Power Systems, ROP Multimedia, ROP Restaurant Services, ROP Welding.

Project-based learning is at the core of instruction in the CTE courses as the teachers strive to integrate academic standards and support student achievement at all levels. CTE teachers regularly attend professional development that focuses on engaging and on meeting the needs of all students including supporting EL Learners and Special Education students. The success of the program is measured in a variety of ways including but not limited to: pathway completion numbers, graduation rates, students meeting a-g requirements. Additionally, a self-assessment using the eleven elements of a highly qualified CTE program is done annually in conjunction with the Perkin's Grant. The CTE program is supported by stakeholders who comprise advisory committees representing the industry sectors found at Coalinga High School.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	862
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5.3

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	96.28
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	36.49

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 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 critical to the success of Coalinga High School, to the success of our students. Opportunities for parent involvement include, but are not limited to: School Site Council, ELAC, Grade Level Parent Groups, Parent Institute for Quality Education. At the district level, parents are able to get involved by participating in DELAC meetings and LCAP stakeholder meetings. Parents are our partners in student success.

Parents are encouraged to participate to help move Coalinga High School forward. For information on how to become involved please call CHS: 559.935.7520.

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	7.8	8	12.2	15.7	14.3	14.9	9.1	9.6	9
Graduation Rate	88.6	88.2	83.7	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	7.1	9.4	5.0	6.6	3.5	3.5
Expulsions	0.8	0.2	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)

The School Safety Plan for Coalinga High School is aligned with the district's safety plan. Included in the plan are the evacuation and emergency-response procedures. The School Site Council reviews, provides input and makes recommendations yearly to the plan.

Coalinga High School's student handbook, available in English and Spanish, outlines the expectations for students as well as provides a framework for disciplinary infractions. The handbook is updated annually, and can be found on the school's website: chs.chusd.org.

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	26	13	28	6	28	8	25	11	28	6	36	4
Mathematics	26	11	28	3	26	11	24	7	26	11	29	
Science	26	8	25	1	30	2	19	9	29	1	29	1
Social Science	26	4	22	5	27	6	19	6	28	4	23	3

*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*	302.8

*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)	4
Library Media Teacher (Librarian)	1
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	\$9,794	\$2,175	\$7,618	78154.82
District	N/A	N/A	\$9,883	\$74,481
Percent Difference - School Site and District	N/A	N/A	-25.9	4.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-1.7	3.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Classroom supplies and materials are paid for out of the funds used to finance the regular operations of the district. Supplemental materials and programs are funded through the school's Title I allocation subject to SSC approval. Federal, state and local funding is also provided for the Career Tech programs. Staff seeks grants and other funding opportunities when available.

Parent groups work to raise money for individual grade levels through fund-raisers and food booths at our sporting events. The athletic foundation, drama foundation, and the agriculture boosters continue to help us meet our financial needs in those areas.

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	6	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	12	15.4

*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	15	26	15

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Coalinga High School teachers consistently work toward improving teaching practices particularly to ensure effective implementation of the Common Core State Standards in the areas of Math, English, Social Sciences, English Language Development, and the Next Generation Science Standards. Administrators, teachers and counselors attend conferences in the areas of: implementing and teaching state standards, preparing students for careers and college, and to assist staff in strengthening programs at Coalinga High School such as Organized Binders, Advanced Placement, CTE/ROP programs.

Prior to the 2020/21 school year, Late Start Wednesdays provided the opportunity for teachers to meet in Professional Learning Communities. Due to school closure for the 2020/21, Professional Learning Communities met on Mondays during asynchronous instruction. During this weekly collaboration time, teachers work together to develop and hone teaching strategies by using data to drive the conversations with the ultimate goal of increasing student success. Monthly, Professional Development is designed by the site administration that includes: research-based best practices, items regarding managing of the building and school safety, building a large community of practice.