

## Country High

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Ami Blackstone, Principal

Principal, Country High

#### About Our School

It is an honor and pleasure to be the principal of Country High School and Thrower Opportunity Program. I am committed to working side by side with students, staff, families, and district personnel to provide an optimal learning environment for the whole school community. Thank you for taking the time to learn more about what Country High School and Thrower Opportunity have to offer your student. The School Accountability Report Card (SARC) is designed to provide you with an overview of our school and how we support student achievement. The staff at both sites are committed to providing a rigorous and supportive academic experience to students. Our goal is to help all students develop both the academic and social skills that they will need to be productive citizens.

Through the use of clearly defined expectations, positive reinforcements, and various other supports, Country High School and Thrower Opportunity work to promote a safe and respectful school environment for all students. We are committed to developing strong relationships with our students and families, working together to achieve the common goal of graduation.

#### Contact

Country High  
100-B McClellan St.  
Vacaville, CA 95688-3937

Phone: 707-453-6215  
E-mail: [amib@vacavilleusd.org](mailto:amib@vacavilleusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>E-mail Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Country High
<b>Street</b>	100-B McClellan St.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-3937
<b>Phone Number</b>	707-453-6215
<b>Principal</b>	Ami Blackstone, Principal
<b>E-mail Address</b>	<a href="mailto:amb@vacavilleusd.org">amb@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://countryhs.schoolloop.com/">http://countryhs.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705734833869

*Last updated: 1/3/2019*

### School Description and Mission Statement (School Year 2018—19)

Country High School Mission Statement: We, the staff, students, and families of Country High School, are committed to graduating students with the skills necessary to thrive and be productive members of society. By providing a relevant, real world education with high expectations, students will become critical thinkers, effective communicators and positive problem solvers.

#### Schoolwide Learner Outcomes:

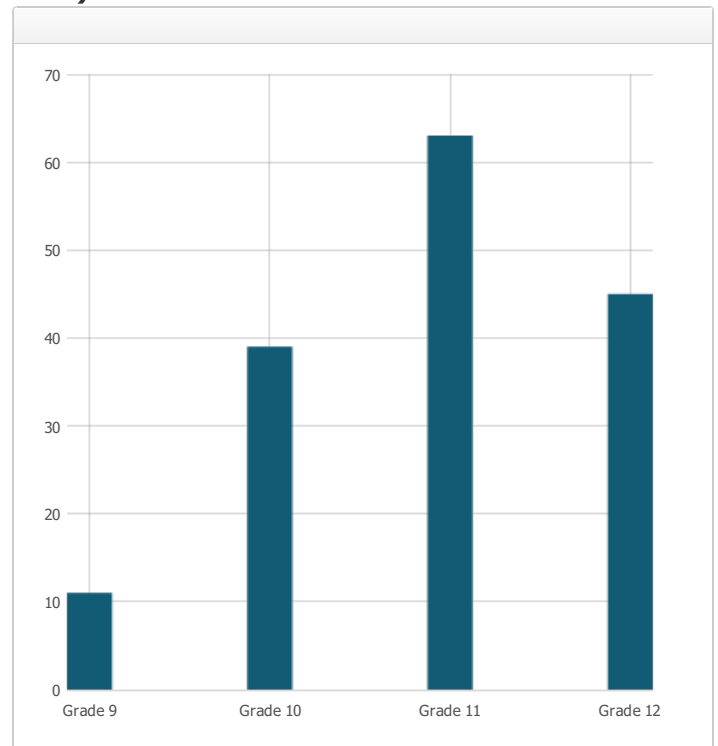
- Basic Math and Literacy skills
- Verbal and Written Communication skills
- Socialization skills that include the development of empathy, respect, and positive conflict resolution
- 21st century skills such as technology skills, basic financial skills, job skills, and work ethic/goal setting practices.

Country High School is a continuation high school that focuses on credit recovery for students ages 16 and over both in general education and/or Special Education. Country High runs a 6 period day and offers variable credit so students can make up missing credit and graduate or return to a traditional school setting. Students at Country High are still required to complete the district credit expectation of 220 which allows them to be eligible for community college entrance, military entrance, trade schools, unions, and employment. Country High offers students beginning Career Technical Education exploration in the areas of Culinary Arts, Early Child Development, and Technology. Students at Country High can also take advantage of various social emotional supports through weekly mentorship, Youth Services Interns, and mental health clinicians. Country High also uses PBIS (Positive Behavior Intervention and Supports) to promote clear behavior expectations and reward students for their positive behavior. Thrower Opportunity Program is housed on Country High School's site and supported by the same administrator and support personnel. Students are placed in this program through the SARB (Student Attendance Review Board) process or through suspended expulsions (students being expelled from school not district). This program serves students in grades 7-12 in all core academic areas and electives. Throwing students also benefit from weekly social/emotional counseling sessions and access to the same services Country High students use. Progress for students in this program is reviewed on a quarterly basis for SARB students and on a semester basis for suspended expulsions. Students meeting the criteria of their contract are eligible to return to the traditional high school setting.

*Last updated: 1/22/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	11
Grade 10	39
Grade 11	63
Grade 12	45
Total Enrollment	158



Last updated: 1/18/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	5.7 %
American Indian or Alaska Native	1.3 %
Asian	%
Filipino	1.9 %
Hispanic or Latino	50.6 %
Native Hawaiian or Pacific Islander	%
White	34.8 %
Two or More Races	3.2 %
Other	2.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.3 %
English Learners	9.5 %
Students with Disabilities	16.5 %
Foster Youth	%

## A. Conditions of Learning

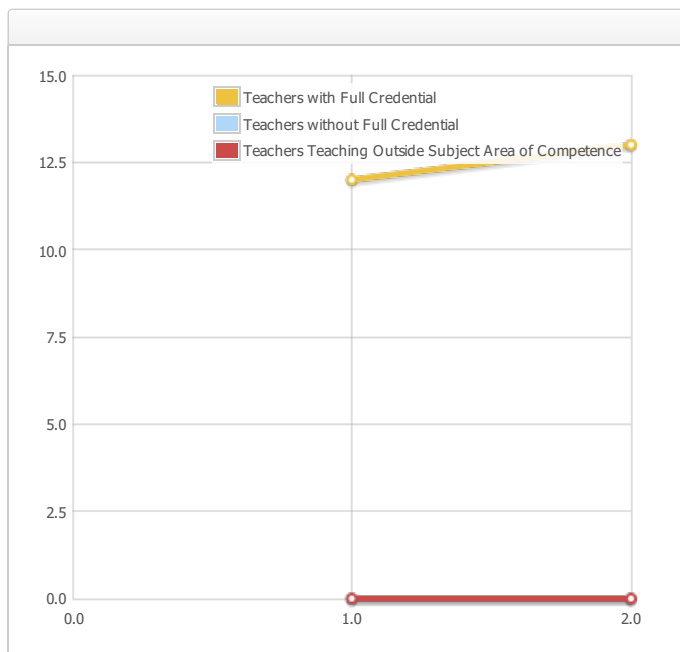
### State Priority: Basic

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

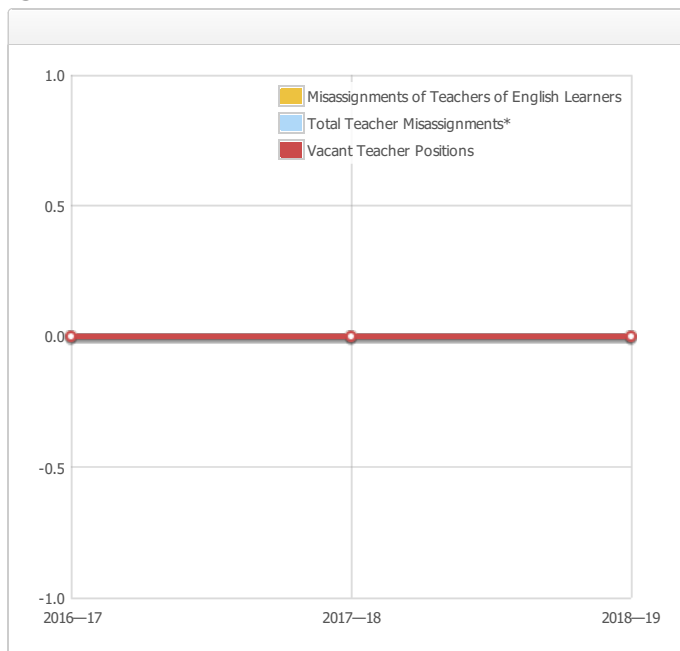
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		12	13	593
Without Full Credential		0	0	32
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	14



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard English Language Arts (College Board)	Yes	0.0 %
Mathematics	Core Connections Integrated Math 1 (CPM)	Yes	0.0 %
Science	Earth Science California Edition (Prentice Hall)	Yes	0.0 %
History-Social Science	World History: Connections to Today (Prentice Hall) U.S. History: The American Vision Modern Times (Glencoe) Economics Principles in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

## School Facility Conditions and Planned Improvements

This school has a lower percentage at 88.74% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.  
 There are no major facility improvements planned at this time.  
 The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, light fixtures and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

*Last updated: 1/3/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	All unsecured items will be either secured or removed
<b>Electrical:</b> Electrical	Fair	All light fixtures with problems will be repaired or replaced by March 2019
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
----------------	------

*Last updated: 1/3/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	22.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	2.0%	0.0%	38.0%	39.0%	37.0%	38.0%

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.

*Last updated: 1/18/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	49	92.45%	22.45%
Male	31	29	93.55%	20.69%
Female	22	20	90.91%	25.00%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	28	27	96.43%	14.81%
Native Hawaiian or Pacific Islander				
White	17	14	82.35%	42.86%
Two or More Races				
Socioeconomically Disadvantaged	38	35	92.11%	14.29%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/18/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	49	92.45%	
Male	31	29	93.55%	
Female	22	20	90.91%	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	28	27	96.43%	
Native Hawaiian or Pacific Islander				
White	17	14	82.35%	
Two or More Races				
Socioeconomically Disadvantaged	38	35	92.11%	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/18/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/18/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Country High School is a continuation high school and offers a variety of CTE courses but no pathways. Introductory courses in Mass Media, Graphic Design, Culinary Arts and Child Development were created to give students an opportunity to explore various career fields before graduating and making post-graduation plans.

All CTE introductory courses require students to demonstrate core academic skills through reading and writing standards. Students take these CTE classes in conjunction with their core classes.

Country High School staff meet with all students four times a year to review transcripts and post high school plans. Within this time, students update forms that inform us what their goals are for after high school. We use this information to place students in appropriate classes as well as bringing various speakers to campus. Students that are in special populations are included in this practice. Students with IEP's are also supported by VUSD Workability Coordinators who come monthly to meet and work with students.

Country High School CTE introductory classes are reviewed on an annual basis. We look at the students taking the course and number of credits they earned in the course to determine if it is one to be continued into the following year.

Country High School is continuously looking for other ways to provide broader career field exposure to students through community relations and partnerships with comprehensive high schools.

*Last updated: 1/22/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	64
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/23/2019*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	77.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%



# 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 area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

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
-------------	--	--	---

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.

Last updated: 1/18/2019

## 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 2018—19)

Country High School parents are invited to participate on campus in a variety of ways. Every parent meets with the site principal prior to student enrollment in order to begin building a positive relationship. Country High offers quarterly evening events for families to participate in that offer food and an opportunity to talk with staff in a relaxed setting. Country High utilizes social media as well as a mass communication system to let parents know what is happening on campus.

# State Priority: Pupil Engagement

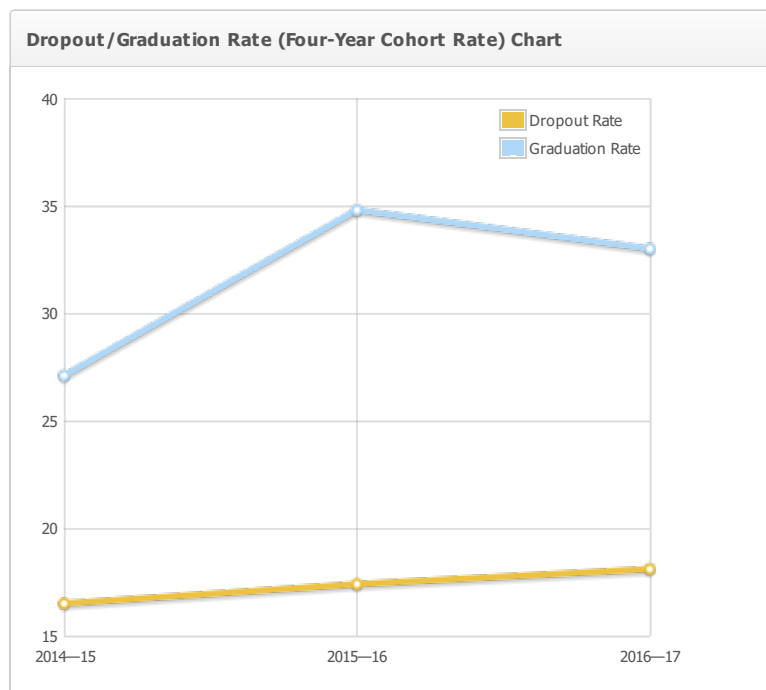
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	16.5%	17.4%	5.8%	5.4%	10.7%	9.7%
Graduation Rate	27.1%	34.8%	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	18.1%	5.3%	9.1%
Graduation Rate	33.0%	87.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/18/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	96.6%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	100.0%	91.1%	67.1%
Foster Youth	0.0%	100.0%	74.1%

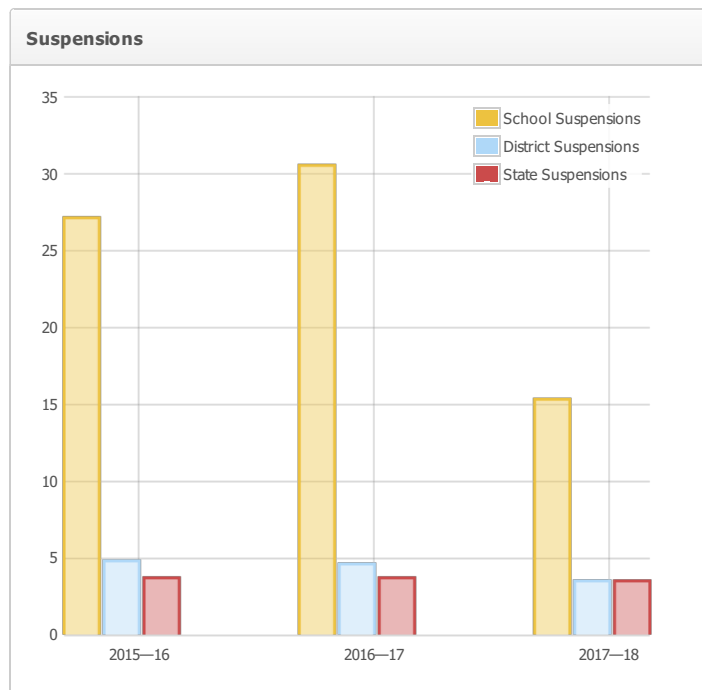
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	27.1%	30.5%	15.3%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

## School Safety Plan (School Year 2018—19)

Country High School reviews its safety plan on an annual basis. At the start of each school year, all staff attends a review training on the various safety protocols we utilize. An annual safety plan is written and shared with parents, staff, students, and district personnel. This plan was revised in January 2018 and is currently under revision for the 2019 year. CHS runs monthly drills to practice the various safety protocols that the district has established. All staff and students actively participate in these drills.

We utilize the Standard Response Protocol based on information/practices from the I Love You Guys foundation. This consists of 4 actions-Lockdown, Lock Out, Shelter in Place, and Evacuate.

Safety information is also made available to all parents through their child's enrollment packet.

Last updated: 1/22/2019



## **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) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	10.0	20	5	
Mathematics	10.0	8	3	
Science	15.0	5	1	
Social Science	14.0	13	2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	10.0	21	2	
Mathematics	9.0	11		
Science	15.0	5		
Social Science	13.0	17	2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	9.0	25	2	
Mathematics	7.0	11	1	
Science	15.0	5		
Social Science	11.0	17	2	

\* 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.

*Last updated: 1/18/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	145.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

\*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.

*Last updated: 1/23/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$14770.7	\$1034.6	\$13736.2	\$66389.3
District	N/A	N/A	\$6718.5	\$68433.0
Percent Difference – School Site and District	N/A	N/A	51.1%	-3.5%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	70.5%	-20.0%

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

*Last updated: 1/24/2019*

### Types of Services Funded (Fiscal Year 2017—18)

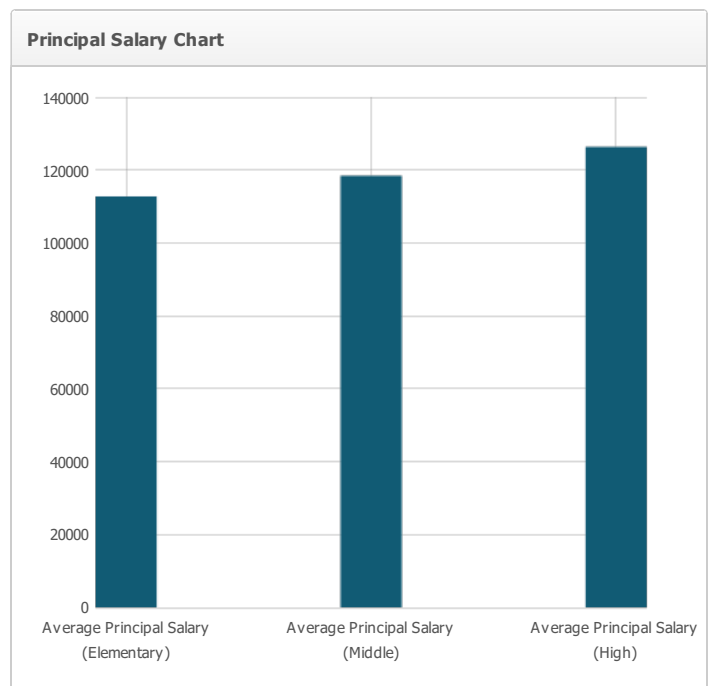
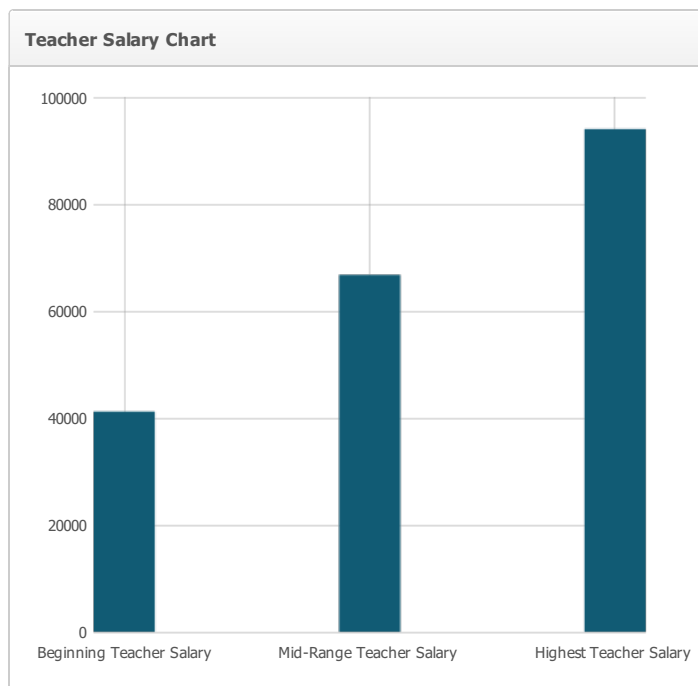
	Unrestricted	Restricted
1000 Certificated Salaries	1,122,178.14	103,767.56
2000 Classified Salaries	270,376.44	42.67
3000 Benefits	471,220.83	31,854.62
4000 Materials & Supplies	19,320.46	6,206.31
5000 Operating Expenses & Equipment	95,516.90	2,025.03
Less Object 3701-3702	(43,943.92)	(3,382.09)
Less Unrestricted Lottery	(69,022.62)	
<b>Total</b>	<b>1,865,646.23</b>	<b>140,514.10</b>

Last updated: 1/23/2019

### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/18/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/18/2019*

**Professional Development**

The primary focus for staff development is around essential skills and student engagement. These goals are determined by student achievement data-credits earned, classes passed, and student grades. District initiatives and staff input were also used to determine areas of focus for professional development. Country High teachers participate in regular professional development. District trainings occur during the school day. Site level professional development occurs once a month after school. Country High teachers are also invited to attend conferences and various seminars that pertain to our school goals. Teachers are supported during implementation by admin class visits, observations, and bi-monthly cross curricular team collaborations.

*Last updated: 1/22/2019*