



Alvord Continuation High School

3606 Pierce St., Riverside CA • Riverside, CA 92503 • (951) 358-1715 • Grades 9-12

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www.alvordschools.org/Page/45

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alvord Unified School District

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School Description

Alvord Unified School District was established in 1896 and began with a single elementary school. The elementary school was later converted into a high school, and in 1963, it became known as Alvord Continuation High School.

Alvord Continuation High School is a small high school following a traditional schedule that provides students in grades ten through twelve with an alternative to the comprehensive high school setting. As a specialized education institution, alternative education is tailored to meet the needs of at promise secondary school students whose particular situation prevents them from graduating. We accommodate individual learning styles while maintaining high standards for all students and offer individualized attention and flexibility to meet the needs of all students that we expect to earn a diploma. Our goal is to help students re-engage with their education and prepare them for their next steps in being life-long learners.

We are very proud of our history, students, staff, parents, and programs. We believe in building and maintaining strong partnerships with our parents and community; parent communication is strongly encouraged.

We invite you to come and experience the park-like setting and serene atmosphere of one of Riverside's cleanest and most beautiful schools. We are fully accredited and recognized as a California Model Continuation High School. We are focused on providing all students with the opportunities to achieve. It is our promise that "All students will realize their unlimited potential."

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	57
Grade 12	108
Total Enrollment	168

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.3
Asian	1.8
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.6
White	5.4
Two or More Races	1.2
Socioeconomically Disadvantaged	82.7
English Learners	35.7
Students with Disabilities	7.1
Foster Youth	1.2
Homeless	12.5

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 for Alvord Continuation	17-18	18-19	19-20
With Full Credential	10	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	0	1

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at Alvord Continuation High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 Instructional Materials (School Year 2019-20)

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Alvord Continuation High School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2002 McDougal Littell, The Language of Literature English Language Development: McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2017 Bedford, Calculus 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Thomson, Trigonometry 2008 W. H. Freeman, Practice of Statistics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Rinehart and Winston, World Geography Today 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World 2008 Solid Star Press, Planet Geography The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2002 McDougal Littell, En Espanol 1, 2 & 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	2005 Glencoe, Glencoe Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Alvord Continuation High School, built in 1935, is located on 4.14 acreage and its square footage totals 39,063. The school has three permanent classrooms, seven portable classrooms, two sets of restrooms, one administration building, one library and one snack bar. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian who works with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 23, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	(Room 1) 15. Window is broken. (Main Office) 4. Ceiling tile is broken. Ceiling tile has a water stain. (Room 6) 4. Ceiling tiles have water stains. Ceiling tiles is broken. Ceiling tile has a hole. Formica countertop is chipping. (Book Room) 4. Ceiling tiles have holes. Carpet is lifting. (Snack Bar) 11. Paint is peeling on door frame. (Room 8) 11. Paint is peeling on eaves and door frame. (Room 11) 14. Trip hazard on walkway at asphalt/cement seam. (Room 13) 9. Faucet and drinking fountain have a low flow. 11. Paint is peeling in gutters. (Library/Room 19) 4. Carpet is torn. (Room 20) 4. Ceiling tiles are torn. Carper is torn. 11. Paint is peeling on door and door frame.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	(Boy's Restroom) 7. Electrical cover is broken in ceiling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	(Faculty Lounge) 9. Drinking fountain has a high flow. (Girl's Restroom) 7. Hand dryer is not working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	(Parking Lot) 14. Trip hazards through out and at most cement/asphalt seams.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	6	7	40	42	50	50
Math	0	0	27	28	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	86	95.56	6.98
Male	52	48	92.31	2.08
Female	38	38	100.00	13.16
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	76	74	97.37	6.76
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	74	94.87	1.35
English Learners	37	35	94.59	2.86
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	86	95.56	0.00
Male	52	48	92.31	0.00
Female	38	38	100.00	0.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	76	74	97.37	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	74	94.87	0.00
English Learners	37	35	94.59	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming events through flyers, parent conferences, the school marquee, the school website, and the Alvord Continuation High School newsletter. Contact the school office at (951) 351-1715 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities: Parents can volunteer in several school activities

School Advisory Groups & Committees: English Learner Advisory Council, School Site Council and Coffee with the Principal

School Events: Back to School Night, Open House, and New Student/Parent Orientation

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.

School Safety Plan

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in September 2, 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.7	4.9	3.7
Expulsions Rate	2.9	1.2	3.7

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	168.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	42			4	35			5	42	1	
Mathematics	5	20			5	22			4	35		
Science	4	8			3	7			7	6		
Social Science	4	42			5	34			5	39		

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	8

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

In 2017-18, site professional development focused on strengthening instructional instruction and student learning in core curriculum areas.

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

- 2016-17: 1
- 2017-18: 4
- 2018-19: 4

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,579	\$51,374
Mid-Range Teacher Salary	\$83,720	\$80,151
Highest Teacher Salary	\$112,291	\$100,143
Average Principal Salary (ES)	\$129,356	\$126,896
Average Principal Salary (MS)	\$134,810	\$133,668
Average Principal Salary (HS)	\$146,265	\$143,746
Superintendent Salary	\$281,011	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Alvord Continuation High School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

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

Rate for Alvord Continuation High	2015-16	2016-17	2017-18
Dropout Rate	17.4	13.2	11.3
Graduation Rate	55.8	65.8	78.3

Rate for Alvord Unified School District	2015-16	2016-17	2017-18
Dropout Rate	5.9	4.7	5.2
Graduation Rate	89.7	90.1	89.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 19,022	\$ 1,622	\$ 17,401	\$ 97,739
District	N/A	N/A	\$ 7,069	\$92,673.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	89.29
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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		

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

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

Career Technical Education Programs

Students receive career planning guidance from the counselor regarding post-secondary goals. Concurrent enrollment in local community colleges for specific career-related classes is encouraged. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students may participate in CTE pathways at the comprehensive high school.

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.