



# Countryside Community Day School

1084 South Pratt St. • Tulare, CA 93274 • (559) 687-7400 • Grades 9-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Tulare Joint Union High School District

426 North Blackstone St.  
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#### District Governing Board

Craig Hamilton  
**Board President**

Kelley Nicholson  
**Board Vice-President**

Laura Fonseca  
**Board Clerk**

Cathy Mederos  
**Board of Trustee**

Tyler Ribeiro  
**Board of Trustee**

#### District Administration

Tony Rodriguez  
**Superintendent**

Lucy Van Scyoc Ed. D  
**Assistant Superintendent Curriculum,  
Technology, and Assessment**

Barbara Orisio  
**Assistant Superintendent Human  
Resources and Business**

Tammy Aldaco  
**Assistant Superintendent Student  
Services and Special Programs**

Vivian Hamilton  
**Business Manager**

Donny Trimm  
**Director of Technology**

Jason Edwards  
**Director of Special Education**

Daniel Pierotte  
**Director of Facilities**

Janet Stephens  
**Director of Food Services**

Bobby Richardson  
**Director of Transportation**

### School Description

#### Principal's Message

Countryside Community Day is a unique high school dedicated to providing a high quality education focused on an academic foundation and coordinated with a counseling component for those students whose academic performance, behaviors, and attitudes warrant intervention. The school has a unique blend of educators and mental health professionals committed to working alongside each other to meet the needs of a segment of Tulare's student population who were not experiencing success using the traditional model of high school education. Countryside High School blends standards-based academics with the counseling and support students need to be successful in high school and beyond. The school program has a rehabilitative focus which means that there are support services in place to assist the student and their family. These services include:

- Individual, group and family counseling to address the emotional/behavioral issues of the student;
- Case management services to provide linkage, support, and follow through for the student at school and home;
- Psycho-educational classes to teach students healthy ways of coping and managing their behavior;
- Behavior management through a level system and token economy where students progress through levels as they become capable of managing their behavior;
- Small class size for more individual attention and academic support.

#### Mission Statement

Our mission is to provide a safe and high quality education program focused on academics and coordinated with intensive counseling to nurture and support the mental health, disciplinary, and socio-emotional needs of all CHS students.

Upon graduation all students are expected to meet our PAWS learning outcomes by being Personally Geared, Academically Sound, Well Rounded, and Socially Aware.

#### School Profile

Countryside High School is a Community Day School that serves the academic and emotional needs of up to 40 students in grades 9-12. Students are divided by grade level (9/10 & 11/12) in two mostly self-contained classrooms. School profile data is as follows:

- Over 90% of the student body are identified as socioeconomically disadvantaged
- The enrollment ratio of boys to girls mirrors the district ratio and is near 1:1
- The student body is largely Hispanic (57%) with Whites (30%) being the second largest subgroup followed by African Americans (4%)
- Over 50% of students receive special education services
- The graduation rate for 2019-2020 is 63.6%
- The attendance rate for 2019-2020 is 90.51%
- The suspension rate for 2019-2020 is 8.7%

## 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 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	7
Grade 11	5
Grade 12	9
<b>Total Enrollment</b>	<b>23</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	4.3
Hispanic or Latino	56.5
White	30.4
Socioeconomically Disadvantaged	91.3
English Learners	13
Students with Disabilities	47.8
Foster Youth	4.3

## 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 Countryside	18-19	19-20	20-21
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare Joint Union High	18-19	19-20	20-21
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	62

### Teacher Misassignments and Vacant Teacher Positions at Countryside Community Day School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Tulare Joint Union High School District held a public hearing on September 5, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in March, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 1/25/2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 1A, 2A, 3A, 4A Prentice Hall/Pearson Pearson Literature Reading &amp; Language Adopted 2010</p> <p>Hampton Brown- EDGE Reading, Writing, and Language</p> <p>Expository Reading &amp; Writing Curriculum (ERWC)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Mathematics	<p>CPM Core Connections Algebra 1 Adopted 2014</p> <p>Dave Ramsey, Foundations in Finance Adopted 2014</p> <p>Applied Mathematics The Goodheart-Willcox Company</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Science	<p>Earth Science Holt, Rinehart, and Winston</p> <p>Biology Prentice Hall Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
History-Social Science	<p>Economics: Principles in Action Pearson Prentice Hall</p> <p>History Alive: Pursuing American Ideals Teacher's Curriculum Institute (TCI)- Adopted 2013</p> <p>Government Alive: Power, Politics, &amp; You Teacher's Curriculum Institute (TCI)- Adopted 2009</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
Foreign Language	<b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	<p>Essential Health 2015 Goodheart-Wilcox Company</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Opening in 2004, Countryside High School shares the same grounds as the district's continuation high school on the corner of Bardsley and Pratt. The campus is comprised of two relocatable classrooms and a counseling office. In 2009 the parking lots and basketball courts were repaved. In 2010 new security cameras were added for additional campus monitoring and security. In 2019 the entire exterior of campus received a fresh coat of paint.

**Cleaning Process**

Countryside High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial/maintenance staff to ensure a clean, safe, and functional learning environment.

**Maintenance & Repair**

A scheduled maintenance program is administered by Countryside High School's custodial staff on a regular basis with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tulare Joint Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority while repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

At the time of publication, 100% of the school's restrooms were in working order. The following chart displays the results of the most recent school facilities inspection.

**School Facility Good Repair Status (Most Recent Year)**

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 in which data were collected: January 6, 2021**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	53	N/A	50	N/A
Math	0	N/A	24	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 Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	20	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.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

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

**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.

**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
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.

### 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 2020-21)

Parents and the community are very supportive of the educational program at Countryside Community Day School. Parents are given school and staff contact information upon enrollment and receive either notices, personal phone calls, or automated calls regarding opportunities to participate in organized activities such as School Site Council, Safety Committee, WASC Accreditation, Field Trips, and Sporting events. Parents who wish to sit-in on their child's class are expected to notify the principal in advance and arrangements will be made with the teacher or teachers. Also, parents with internet access can access student information such as grades and attendance via the Aeries parent portal. The administration and staff at Countryside High School maintain an open door policy and are available to meet and discuss parent/student concerns at almost any time of the school day.

#### 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 (School Year 2020-2021)

The safety of students and staff is a primary concern of the Countryside High School administration. The addition of a full time School Resource Officer in 2013-14 has helped to increase feelings of physical safety among students, staff, and parents. The school currently follows the ALICE model for responding to an intruder on campus and a metal detector is used on all students upon entry to campus to deter anyone from bringing a weapon onto school grounds. All guests to the campus must sign in at the administration office for approval to be on campus. Student supervision is provided to ensure the safety of each student before school, during break, at lunch, and after school. Supervision is a responsibility shared among administration, school resource officer, security guard, and staff. Numerous cameras are used for additional campus monitoring and security.

To safeguard the well-being of students and staff a comprehensive School Site Safety Plan has been developed with updates occurring every fall. Any revisions made to the plan are reviewed with the staff at schoolwide staff meetings and with students during announcements or student assemblies. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting procedures, suspension and expulsion policy, sexual harassment policy, teacher notification of dangerous pupils procedures, and safe ingress and egress of pupils, parents, and school employees. Countryside High School is implementing a Positive Behavior Intervention and Support program which includes an incentive plan for positive behavior, attendance, course grades, and personal goal achievement.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills including fire, earthquake, and intruder are held yearly.

**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	19.4	11.1	7.7	7.7	3.5	3.5
Expulsions	0.0	0.0	0.6	0.5	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.70	6.42	
Expulsions	0.0	0.00	

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.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	46

\*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 Full-Time Equivalent (FTE)
Counselor (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.



### 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	3	7			6	7			6	5		
Mathematics	4	3			15	2			11	2		
Science	12	1			16	1						
Social Science	5	3			10	3			8	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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	17	7

The district has contracted with the Tulare County Office of Education to provide training to ELA, Math, Science and Social Science teachers and administrators to fully understand the Common Core Standards. Professional development was provided to teachers to learn new instructional strategies that they could utilize to implement the common core. The professional development provided during the regular school year or during breaks included Kagan strategies, Project Based Learning, Interactive notebooks, and Universal Design for Learning. Currently, professional development opportunities continue for teachers in the use of technology and Professional Learning Communities (PLCs).

The district will continue to provide professional development to improve student learning and implement Common Core Standards.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,288	\$52,670
Mid-Range Teacher Salary	\$78,637	\$89,660
Highest Teacher Salary	\$104,930	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$144,583	\$158,074
Superintendent Salary	\$171,941	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	32.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	18511	0	18511	94,515
District	N/A	N/A	11203	\$85,392
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	49.2	10.1
School Site/ State	82.0	4.6

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

### Types of Services Funded

Countryside High School offers support programs and services for students in the following areas:

- Academic Support
- Transportation
- Special Education Services
- Drug and Alcohol Counseling
- Anger Management Counseling
- Psychological Services
- Mental Health Support

### 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)

Rate for Countryside Community Day	2016-17	2017-18	2018-19
Dropout Rate	--	--	--
Graduation Rate	--	--	--

Rate for Tulare Joint Union High School	2016-17	2017-18	2018-19
Dropout Rate	6.5	4	4.8
Graduation Rate	90.5	94	94.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	33
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

### Career Technical Education Programs

Countryside High School does not offer a CTE Program Pathway at this time. In prior years students interested in CTE coursework would take courses in Health Occupations and/or Certified Nursing Assistant classes at the comprehensive school site. Countryside is regularly exploring avenues to providing a CTE Program Pathway to its students on campus.

### 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.