

Countryside Community Day School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2023-24 School Contact Information

School Name	Countryside Community Day School
Street	737 West Bardsley Avenue
City, State, Zip	Tulare
Phone Number	(559) 687-7400
Principal	Jonathan Farley
Email Address	jonathan.farley@tulare.k12.ca.us
School Website	chs.tjuhsd.org
County-District-School (CDS) Code	CA

2023-24 District Contact Information

District Name	Tulare Joint Union High School District
Phone Number	(559) 688-2021
Superintendent	Dr. Lucy Van Scyoc
Email Address	lucy.vanscyoc@tulare.k12.ca.us
District Website	www.tjuhsd.org

2023-24 School Description and Mission Statement

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.

Mission Statement

Countryside High School is a small community day school that, in conjunction with Tulare Youth Service Bureau (TYSB), helps serve the academic and mental health needs of up to forty high school students in grades 9-12 in the Tulare Joint Union High

2023-24 School Description and Mission Statement

School District whose academic performance, attitudes, and behaviors warrant immediate and sometimes intense intervention. The staff is a blended team of education and mental health professionals working with parents/guardians to provide a coordinated, structured, nurturing and safe learning environment for all 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 charter school in the Tulare Joint Union High School District that serves voluntary students in grades 9-12. CHS offers students up to eight classes on an alternating A/B schedule (4 classes daily). Students enrolled at Countryside are voluntary, almost all who attend have in common either a history of poor attendance, mental health challenges, and maybe credit deficient. Student support programs are driven by a need to help students remain or get back on-track for graduation and to meet terms of expulsion, when applicable. Support programs include individual and group counseling for students in need of services related to academics, behavior, drug and alcohol use, anger management and/or mental health. Services and programs are provided by the school site TYSB Director, school psychologist, school counselor, Recovery Resources, Tulare Youth Services Bureau, Tulare County Office of Education, School Resource Officer, Attendance Officer, Campus Life Mentor (when appropriate), and school administration.

Recent student profile data shows the following:

- * 27 students are currently enrolled: 20 Female Students, 6 Male Students, 1 Other Gender
- * In 2021 80% of the student body are identified as socioeconomically disadvantaged
- * In 2021-2022 the student body population was the following: Hispanic (68%), Whites (28%) and Filipino (4%) of the population
- * In 2021-2022 approximately 24% of students received special education services
- * In 2021-2022 the graduation rate was 71.4% (5 out of 7 students graduated)
- * The 2021-2022 attendance rate was 74.85%
- * the 2022-2023 attendance rate was 83.53%
- * The suspension rate for 2021-2022 was 13.7% of the student population

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	5
Grade 11	9
Grade 12	11
Total Enrollment	30

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	70%
Male	26.7%
American Indian or Alaska Native	3.3%
Filipino	3.3%
Hispanic or Latino	73.3%
White	20%
English Learners	16.7%
Foster Youth	3.3%
Homeless	10%
Socioeconomically Disadvantaged	90%
Students with Disabilities	33.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	11.00	185.10	71.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	1.32	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	15.40	5.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	89.00	20.30	7.86	12115.80	4.41
Unknown	0.00	0.00	34.60	13.36	18854.30	6.86
Total Teaching Positions	2.00	100.00	259.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	46.40	192.40	72.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	1.98	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.70	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	53.20	25.30	9.59	11953.10	4.28
Unknown	0.00	0.00	18.10	6.88	15831.90	5.67
Total Teaching Positions	2.50	100.00	263.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.70	1.30
Total Out-of-Field Teachers	1.70	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Tulare Joint Union High School District held a public hearing on September 15, 2022 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 January 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

1/3/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1 & Honors: Collections, (Houghton-Mifflin), 9th grade, All Sites</p> <p>English 1A: Intervention: Read 180, (Houghton-Mifflin), EDGE Level A, Hampton-Brown, 9th grade, (Cengage) All Sites 2014</p> <p>English 1B: Intervention: Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 9th grade, All Sites 2014</p> <p>English 2 & Honors: Collections, (Houghton-Mifflin), 10th grade, All Sites</p> <p>English 2B, Intervention, Read 180, (Houghton-Mifflin), EDGE Level B, (Cengage), 10th grade, Tulare Western & Mission Oak 2014</p> <p>English 3: Study Sync, (McGraw Hill), 11th grade, 2021 All Sites</p> <p>English 3 AP: Everything's An Argument w/Readings, 8th Edition (Bedford Freeman) 11th grade, Tulare Western</p> <p>English 3 AP: Language of Composition 3rd edition,(Bedford Freeman), 11th grade, Mission Oak & Tulare Union</p> <p>English 3 AP: The Norton Reader, 14th Edition, (W.W. Norton & Company); 50 Essays: A Portable Anthology, 3rd Edition, (Bedford/St. Martin), 11th, Tulare Union Exp Rdg & Wrtg: ERWC Expository Reading & Writing Curriculum, (California State University) 12th grade, All Sites</p> <p>English 4 AP: Literature Reading, Reacting, Writing, 5th Edition, (Thompson Wadsworth), 12th Grade,Tulare Union</p> <p>English 4 AP: How to Read Literature Like a Professor, (Harper Collins), 2017, 12th grade Mission Oak & Tulare Union</p> <p>COS English: The Writers Way, 9th Edition, (Cengage); They Say I Say, 3rd Edition, (Norton); Future Politics, 1st Edition (Oxford);Logic and Contemporary Rhetoric (Cengage) 12th grade Tulare Union</p> <p>COS English 1: They Say / I Say, 5th edition, (Norton), 12 grade, 1st semester 2021:Everythings an Argument with Readings, 9th edition, (Bedford / St. Martin's), 12th grade 2nd semester Mission Oak 2021</p> <p>COS English 1: The Writer's Way, 9th Edition (Cengage); A Guide to MLA Documentation, 7th Edition (Houghton Mifflin); They Say/I Say, 5th edition (W.W. Norton), 12th Grade, 1st Semester 2021; Logic & Contemporary Rhetoric: The Use of Reason of Everyday Life (Cengage), 12th Grade, 2nd Semester, Tulare Western</p>	Yes	0.0%
Mathematics	<p>Algebra I & Honors: Reveal Math Algebra 1, (McGraw Hill), 9th-12th, All sites</p> <p>Geometry & Honors: Reveal Math Geometry, (McGraw Hill), 9th-12th, All Sites</p> <p>Algebra 2 & Honors: Reveal Math Algebra 2, (McGraw Hill), 9th-12th, All Sites</p> <p>Pre-Calculus : Pre-Calculus: Graphical, Numerical, Algebraic 8th Ed (Pearson-Savvas) 11th & 12th, All Sites</p> <p>Calculus A/B & B/C AP: Calculus Graphical, Numerical, Algebraic 5th Edition (Pearson-Savvas), 11th & 12th,All Sites</p>	Yes	0.0%

	<p>Statistics: Statistics and Probability with Applications, 3rd edition (Bedford, Freeman & Worth), 12th grade, Mission Oak & Tulare Union</p> <p>AP Statistics: The Practice of Statistics for AP 6th Edition,(Bedford Freeman), 12th grade, All Sites</p> <p>Tech Math: Foundation in Personal Finance, (Ramsey Solutions), 9th-12th, All Sites 2022</p>		
Science	<p>Integrated Science: Conceptual Integrated Science Exploration (Pearson-Savvas),Tulare Union, 9th–10th</p> <p>Intro to Physical Science: Inspire Physical Science with Earth (McGraw Hill), 9th-12th, All Sites 2021</p> <p>AP Environmental Science:Living in the Environment AP Edition, (Cengage), 10th-12th, Tulare Union</p> <p>Biology: Inspire Biology (McGraw Hill), 9th-12th, All Sites</p> <p>Biology Honors: Inspire Biology (McGraw Hill), 9th-12th, Tulare Western & Tulare Union 2021</p> <p>Biology H: AP Biology 10th Edition (Pearson-Savvas), 10th – 12th, Mission Oak</p> <p>Biology AP: AP Campbell Biology 10th Edition, (Pearson-Savvas), 9th-12th, All Sites</p> <p>Chemistry: Inspire Chemistry (McGraw Hill), 9th-12th, All Sites</p> <p>Chemistry Honors: Inspire Chemistry, (McGraw Hill), 10th-12th, All Sites</p> <p>Chemistry AP: AP Chemistry Chang 13th edition (McGraw Hill) 11th & 12th, Mission Oak, Tulare Western</p> <p>Human Biology: Intro to Human Biology,(John Wiley & Son), 9th-12th, All Sites</p> <p>Physics, Principles & Problems, (Glencoe/McGraw-Hill) 10th-12th, All Sites</p> <p>Physics AP C: Physics for Scientists & Engineers, A Strategic Approach w/ Modern Physics, AP Edition w/Mastering Physics eText, 4th Edition, (Pearson-Savvas) 9th-12th, Tulare Union, Tulare Western</p> <p>AP Physics: College Physics: A Strategic Approach AP Edition, 3rd Edition, (Pearson-Savvas), 2015 with Mastering Physics with Pearson eText, Tulare Union & Tulare Western</p> <p>Forensic Science: Forensic Science 3rd edition (Cengage), 10th-12th, Mission Oak</p> <p>Intro to Robotics: Basic Robotics, 1st Edition, (Cengage), 9th-12th Tulare Union</p>	Yes	0.0%
History-Social Science	<p>World History: The Modern World, (Pearson-Savvas) 10th grade, All Sites, 2019</p> <p>World History Honors: California Modern History, The World, (McDougal Littell) 10th grade, Mission Oak 2019</p> <p>World History Honors: World History, (Houghton Mifflin Harcourt), 10th, Tulare Western & Tulare Union 2018</p> <p>US History: California America Through the Lens, (Cengage) 11th grade, All Sites 2019</p> <p>US History AP: America’s History 9th edition (Bedford Freeman & Worth), 11th grade, All Sites</p> <p>History 17 & 18: Give Me Liberty 6th edition (W.W. Norton), 11th-12th, Mission Oak, Tulare Western</p> <p>History 17 & 18: Voices of Freedom, 6th ed. (W.W. Norton), 11th-12th, Tulare Western</p> <p>AP European History: A History of Western Society, 13th Edition (Bedford, Freeman & Worth) 10th-12th, Tulare Union</p>	Yes	0.0%

	<p>Government: Government Alive!, (TCI), 12th grade, All Sites 2020 Government AP: American Government Institutions & Policies (Cengage), Mission Oak, Tulare Union & Tulare Western 2022 Government AP: American Government Readings & Cases, (SAVVAS), 12th 2022 Tulare Western Economics: Economics, (Houghton Mifflin), 12th grade, All Sites Economics Honors: Economics, (Houghton Mifflin), 12th Grade, Tulare Western & Mission Oak Macro Economics: Krugman's Economics for the AP Course, (Bedford, Freeman & Worth), 12th, Tulare Western, 2019 Cultural History: People's History of the U.S. (Harper Collins), Mission Oak AP Psychology: Psychology AP Myers 3rd edition (Bedford, Freeman & Worth) All Sites Psychology: Psychology (Prentice Hall/Pearson-Savvas), 11th-12th, Tulare Western AP Human Geography: The Cultural Landscape, An Introduction to Human Geography, 13th Edition (SAVVAS), 11th-12th, Tulare Western Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), Geography Alive! (TCI) digital 2018 , All Sites</p>		
Foreign Language	<ul style="list-style-type: none"> Spanish 1: ¡Qué chévere! Level 1 2nd edition (Carnegie Learning) 9th -12th, All Sites <p>Spanish 2: , ¡Qué chévere! Level 2 2nd edition, (Carnegie Learning) 9th -12th, All Sites Spanish 3: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition: , 9th -12th, All Sites Spanish 4: ¡Qué chévere! Level 3, (Carnegie Learning) 2nd edition:, 9th -12th, All Sites Spanish for Heritage Speakers: En Voz Alta,(Carnegie Learning), 9th -12th, All Sites AP Spanish Language 5: Abriendo Paso: Gramatica, 2014, (Pearson), 10th -12th, All Sites; Abriendo Paso: Temas Y lecturas, 2014, (Pearson), 10th -12th, All Sites; Triangulo Aprobado, 2013 (Wayside Publications), 10th -12th, Tulare Western & Mission Oak AP Spanish Literature 7: Abriendo Puertas, 2013, (Houghton Mifflin), 11th -12th, All Sites Portuguese 1: Bom Dia 1, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 2: Bom Dia 2, 2002, (Spinner Publications), 9th -12th, All Sites Portuguese 3:Cidades do Mar - Nivel B1, (Porto Editora-Portugual), 9th-12th, All Sites Portuguese 4 Honors: Cidades do Mar - Nivel B2, (Porto Editora-Portugual), 9th -12th, All Sites</p>	Yes	0.0%
Health	<p>Freshman Studies: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, All sites How to Drive 15th edition, (AAA), All Sites 2021 Health: Glencoe Health & Sexuality, (McGraw Hill), 9th-12th grade, Tulare Western</p>	Yes	0.0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report				December 6, 2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	49	51	47	46
Mathematics (grades 3-8 and 11)	--	--	16	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	35.29	16.70	16.79	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	17	100.00	0.00	35.29
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	46
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	--	1.5	2	2.5	9.4	7.8	8.2
Graduation Rate	--	--	--	96.8	97.1	96.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	47	44	33	75.0
Female	34	31	25	80.6
Male	10	10	6	60.0
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	2	2	2	100.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	33	31	23	74.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	9	6	66.7
English Learners	6	5	4	80.0
Foster Youth	5	4	3	75.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	42	39	30	76.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	5	45.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	5.88	8.57	25.53	0.54	6.03	7.12	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.35	0.25	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	25.53	0
Female	29.41	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	30.3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	26.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

2023-24 School Safety Plan

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	3		
Mathematics	13	2		
Science	10	1		
Social Science	9	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	2		
Mathematics	7	2		
Science	4	1		
Social Science	4	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	6	0	0
Mathematics	8	3	0	0
Science	15	1	0	0
Social Science	10	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	60

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	23014	2966	20048	102346
District	N/A	N/A	10971	\$91,246
Percent Difference - School Site and District	N/A	N/A	82.74	11.85
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	101.0	

Fiscal Year 2022-23 Types of Services Funded

Based on 2020-2021 audited financial statements, Tulare Joint Union High School District and the board of trustees have done a great job of managing district finances as well as mediating state budget shortfalls. The list below shows how Countryside High School's per pupil funding (from both restricted and unrestricted sources) is used.

state and federal categorical funding for the following support programs:

- Instructional Materials
- Home-to-School Transportation
- CTEIG
- Special Education
- Workability
- Title I
- Title II
- Title III
- Title IV
- ESSER I
- ESSER II
- GEER
- K12 Strong Workforce
- Corona Relief Funds
- Covid-19 Response Funds (SB-117)
- Learning Loss Mitigation Funds
- In Person Instruction Grant
- Medical
- MAA
- School Climate Grant
- EPA-Education Grant
- AG Incentive Grant
- Low-Performing Schools Block Grant
- Lottery

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,203	\$57,234
Mid-Range Teacher Salary	\$85,503	\$95,467
Highest Teacher Salary	\$114,060	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$151,808	\$173,198
Superintendent Salary	\$186,300	\$277,572
Percent of Budget for Teacher Salaries	29.75%	31.17%
Percent of Budget for Administrative Salaries	5.05%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Student Achievement Data is monitored regularly by the District and sites. Based on the data we have a number of areas that have been the focus of professional development. We are in our fourth year of implementing PLCs with fidelity focusing on aligning curriculum, grading, instructional practices, and interventions. In addition, ensuring appropriate supports for our Emerging Bilinguals, Special Education, and other minority student groups is in the forefront of our professional development activities.

The math program has changed their curriculum in Algebra 1, Geometry, and Algebra 2 therefore there has been extensive professional development in the new curriculum and the strategies to be utilized with this new curriculum. The District provides Instructional Coaches in the areas of math and ELD.

The district has contracted with Solution Tree to provide training and support to our PLCs as they continue to focus on the hard work of Collaborative Teams. The District continues to provide professional development to the core departments providing support in their process of aligning curriculum with the California Common Core State Standards, instructional strategies, and intervention practices. Instructional Technology is another highly supported area. A majority of the professional development activities are conducted during the school day with teachers being provided substitutes so they can attend the PD sessions required by the District. There are also opportunities to teachers to participate or request individual support from the coaches or access to workshops, seminars and conferences.

Additionally, staff are trained in Youth Mental Health training, CPI (Crisis Prevention Institute) training, PBIS (positive behavior interventions) and much more.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5