

Etna Union High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Regina Hanna, Principal

Principal, Etna Union High

About Our School

Welcome to Etna High. Our school is an excellent place for students to prepare for college, careers, and their roles as citizens of the United States of America. Above all, we are responsible for providing our students with an education that will help them realize their greatest potential. Along with the specific content knowledge and skills our teachers provide in every course, we believe our classrooms should be special environments where students: Do meaningful and challenging work each day. Practice higher-order thinking skills. Solve problems, together and independently. Frequently express their ideas in writing. Speak before an audience—to persuade, inform, enlighten, and entertain. Function as independently as possible—thinking and creating with plenty of teacher encouragement, questions, and guidance. Grow as people who will want to pursue learning, beyond their days in school. Recognizing that many of our students' desire careers based on technical knowhow and skills, we believe it is important to offer a solid array of Career Technical Education courses and career pathways in which all students can participate.

Contact

Etna Union High
400 Howell Ave.
Etna, CA 96027-0721

Phone: 530-467-3244
Email: rhanna@svusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Scott Valley Unified
Phone Number	(530) 468-2727
Superintendent	Marie Caldwell
Email Address	mcaldwell@svusd.us
Website	http://www.svusd.us

School Contact Information (School Year 2019—20)	
School Name	Etna Union High
Street	400 Howell Ave.
City, State, Zip	Etna, Ca, 96027-0721
Phone Number	530-467-3244
Principal	Regina Hanna, Principal
Email Address	rhanna@svusd.us
Website	http://www.svusd.us
County-District-School (CDS) Code	47764554733309

Last updated: 12/18/2019

School Description and Mission Statement (School Year 2019—20)

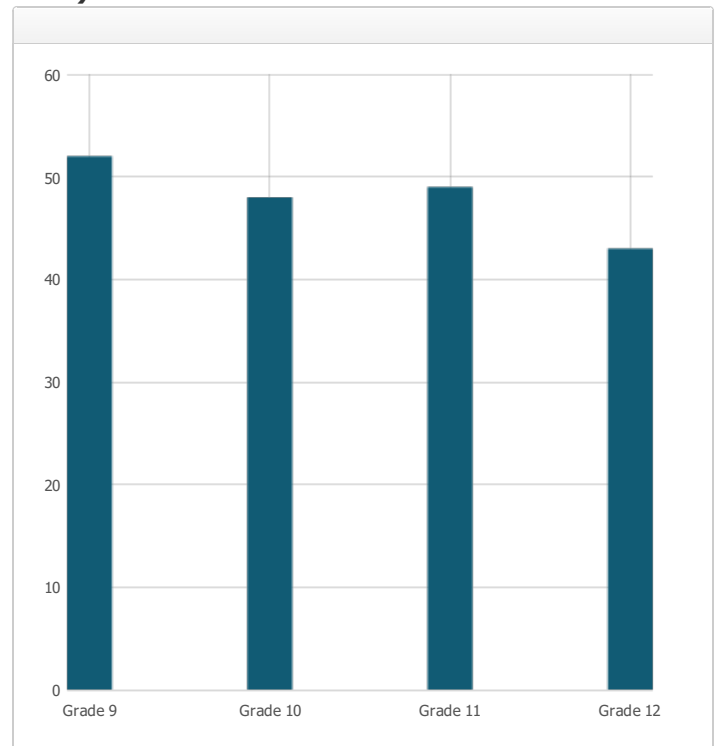
Etna High School is a learning community that helps all students become productive citizens through their academic success and their participation in the arts, technology, career technical education, athletics, social interaction, and leadership. Etna, established part of a gold rush community in 1891, lies 37 miles south of the Oregon border and 60 miles east of the Pacific coast. The town of Etna is located 27 miles southwest of Yreka, the county seat of Siskiyou County. Scott Valley is a high mountain valley bordered by the Trinity Alps and the Marble Mountains. Etna High School is part of the Scott Valley Unified School District which serves an area of approximately 1,500 square miles and encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. Our school is one of six schools in the Scott Valley Unified School District. The others are Etna Elementary School, Fort Jones Elementary School, Scott River High School, Scott Valley Community Day School, and Scott Valley Junior High School. Etna High is the district's only comprehensive high school. It serves 190 students in grades 9 through 12. Our shared vision is that Etna High School is a learning community that helps all students become productive citizens through participation in academic, social and extracurricular opportunities. The school is a partnership of staff, students, parents, and community members dedicated to academic excellence and Lion Pride.

Etna High School's mission is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students be life-long learners, and to be college or career ready upon graduation.

Last updated: 12/18/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	52
Grade 10	48
Grade 11	49
Grade 12	43
Total Enrollment	192



Last updated: 12/18/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.10 %
American Indian or Alaska Native	6.80 %
Asian	4.20 %
Filipino	%
Hispanic or Latino	13.50 %
Native Hawaiian or Pacific Islander	%
White	66.70 %
Two or More Races	6.80 %
Other	-2.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.10 %
English Learners	1.00 %
Students with Disabilities	14.10 %
Foster Youth	0.50 %
Homeless	2.60 %

A. Conditions of Learning

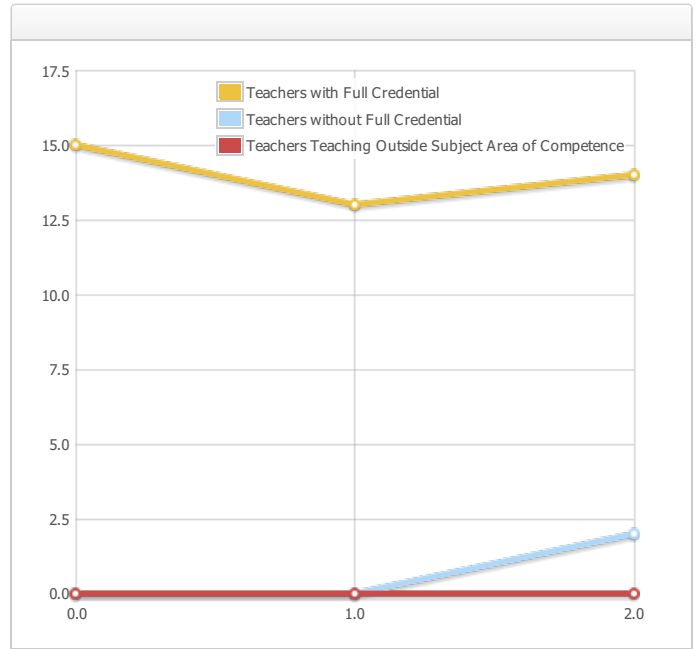
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	13	14	44
Without Full Credential	0	0	2	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Timeless Voice, Timeless Themes [Gold], Prentice Hall (2000) Timeless Voice, Timeless Themes [Platinum], Prentice Hall (2000) Timeless Voice, Timeless Themes [The American Experience], Prentice Hall (2000) Timeless Voice, Timeless Themes [The British Tradition], Prentice Hall (2000) Great Source Vocabulary for Achievement (2000) 		0.00 %
Mathematics	<ul style="list-style-type: none"> Integrated Math I, Carnegie Learning (2012) Integrated Math II, Carnegie Learning (2013) Integrated Math III, Carnegie Learning (2013) Intergrated Math IV, McGraw Hill (2012) Financial Algebra: Advanced Algebra With Financial Applications, Cengage Learning (2011) Pre-Calculus with Trigonometry 2nd Edition, Key Curriculum Press (2007) 		0.00 %
Science	<ul style="list-style-type: none"> Earth Science, Glencoe (2002) Science Spectrum Physical Science, Holt (2008) Biology, Glencoe (2007) Chemistry, Prentice Hall (2005) Ornamental Horticulture, Delmar (2004) Managing Our Natural Resources, Delmar (1997) Physics, McGraw Hill (2013) 		0.00 %
History-Social Science	<ul style="list-style-type: none"> World History: The Human Journey, Holt (2005) The Americans, Houghton Mifflin Harcourt (2012) American Government, MacGruder (2006) Economics: Today and Tomorrow, Glencoe (2008) The American Pageant, Wadsworth (15th edition) 		0.00 %
Foreign Language	<ul style="list-style-type: none"> Realidades 1, Prentice Hall (2011) Realidades 2, Prentice Hall (2011) 		0.00 %
Health	<ul style="list-style-type: none"> Teen Health, Glenco/McGraw Hill 		0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> Journalism Today, National Textbook Company (2000) Adobe Illustrator Adobe InDesign Adobe Photoshop 		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2019

School Facility Conditions and Planned Improvements

Etna High School is 61 years old, having been constructed in 1958. Student enrollment and programs have increased since the original school was constructed, with the addition of five classrooms. In 1998, the school underwent a major modernization plan. Included in this restoration were the: lighting, restrooms, floors, walls, roof, plumbing, and electrical systems. In 2010-11, the library and art room building were renovated and modernized. During the summer of 2012, the multi-purpose room floor was replaced and lighting upgrades took place in the gym and outside. In 2018 a culinary lab and FFA science lab were created. Etna High School teamed with Johnson Controls with the installation of Solar Panels to help defray the cost of electricity used by the school. Due to these efforts many commendations have been bestowed upon our janitorial and maintenance crews. Safety of students and staff is a primary concern of Etna High School. The Fire Marshall, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC unites installed in 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repairs done in 2019
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 12/18/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	81%	66%	48%	50%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	67%	60%	48%	48%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/18/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92%		65.96%
Male	26	25	96.15%		40.00%
Female	22	22	100.00%		95.45%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	37	36	97.30%		66.67%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	26	26	100.00%		57.69%
English Learners					
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
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.

Last updated: 12/18/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92%		59.57%
Male	26	25	96.15%		44.00%
Female	22	22	100.00%		77.27%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	37	36	97.30%		61.11%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	26	26	100.00%		57.69%
English Learners					
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
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.

Last updated: 12/18/2019

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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.

Last updated: 12/18/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Etna High School offers seven Career Technical Education Pathways within three separate Industry Sectors: Agriculture & Natural Resources, Hospitality, Tourism & Recreation, and Manufacturing & Product Development. In order to become a "pathway completer," students must complete all courses listed under their chosen pathway. It is not required for students to complete a pathway in order to graduate from Etna High School, but we highly encouraged students to complete multiple pathways in order to develop multiple skill sets to build upon in their future endeavors.

The Agricultural and Natural Resources sector includes the following classes: Sustainable Ag Biology, Ag Core, Ag Business, Ag Mechanics, Ag and Soil Chemistry, and Advanced Ag Science. The Hospitality, Tourism, and Recreation sector has Culinary Arts classes. And, our newest sector has these classes for the Manufacturing and Product Development pathways: Yearbook, Computer Graphics classes, Ag Woodshop, Ag Mechanics, and Ag CAD Manufacturing. Regina Hanna, the principal, is the primary representative of the district's CTE Advisory Committee.

Last updated: 12/17/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	166
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.40%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/17/2019

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	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	--	--	--

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.

Last updated: 12/23/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

As the School Site Council, parents, students, teachers, and school support staff meet four times each year to analyze and discuss school issues, establish school goals, and conduct and evaluate the annual parent survey. Beyond Back-To-School Night held each September, parents attend various grade level sessions, presented by our counselor, that focus on academic progress, college/career preparation, scholarships, and financial aid. The parent newsletter, published and sent home each month, includes the Counselor's Corner feature providing continual academic, career, and college information. In addition, many teachers maintain class websites supplying parents with specific course information regarding class activities, projects, and homework. Teachers also communicate with parents, individually, via email messages. The parent-run, athletic booster club, Lion Pride, meets each month to identify needs and provide significant financial assistance for Etna's extracurricular sports programs. Parents continually volunteer invaluable time and resources to our programs as field trip and away game drivers, event organizers, performers, speakers, and much more.

State Priority: Pupil Engagement

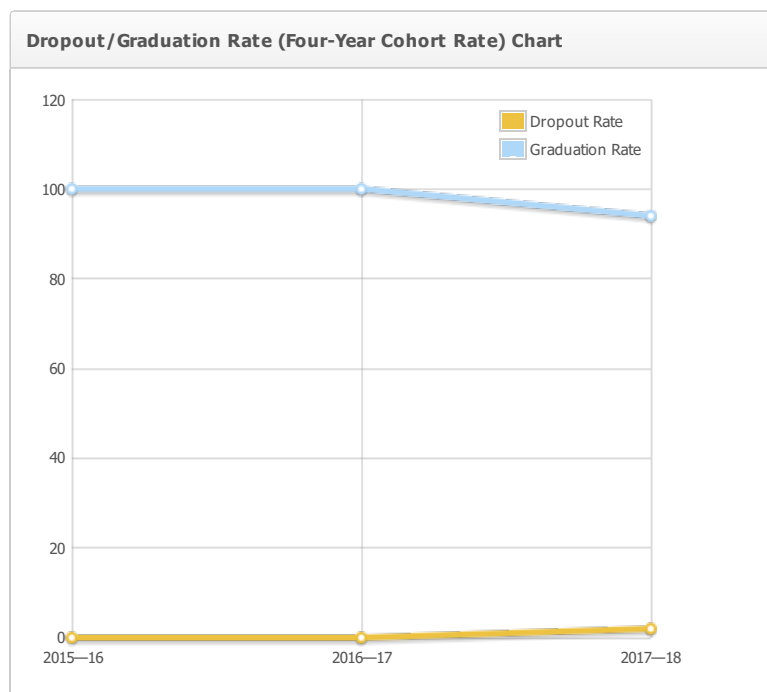
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	100.00%	100.00%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	2.00%	2.20%	1.60%	9.10%	9.60%
Graduation Rate	100.00%	94.00%	97.80%	91.80%	82.70%	83.00%



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/>.

Last updated: 12/18/2019

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.00%	7.20%	12.60%	6.20%	8.60%	9.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

Etna High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

Last updated: 12/18/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	4	4	1
Mathematics	11.00	3		
Science	11.00	7	1	
Social Science	22.00	4	1	1

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	18.00	7	5	
Mathematics	20.00	7	3	
Science	12.00	7	1	
Social Science	18.00	5	1	2

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	14.00	11	2	1
Mathematics	14.00	13	3	
Science	12.00	6	3	
Social Science	12.00	9	1	1

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

Last updated: 12/18/2019

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

Title	Ratio**
Counselors*	274.30

*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 Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.70
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.

Last updated: 12/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12474.99	\$3189.69	\$9280.26	\$54945.00
District	N/A	N/A	\$9280.26	\$54945.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	21.13%	16.35%

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

Last updated: 12/18/2019

Types of Services Funded (Fiscal Year 2018—19)

In addition to general fund state funding, Etna High School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

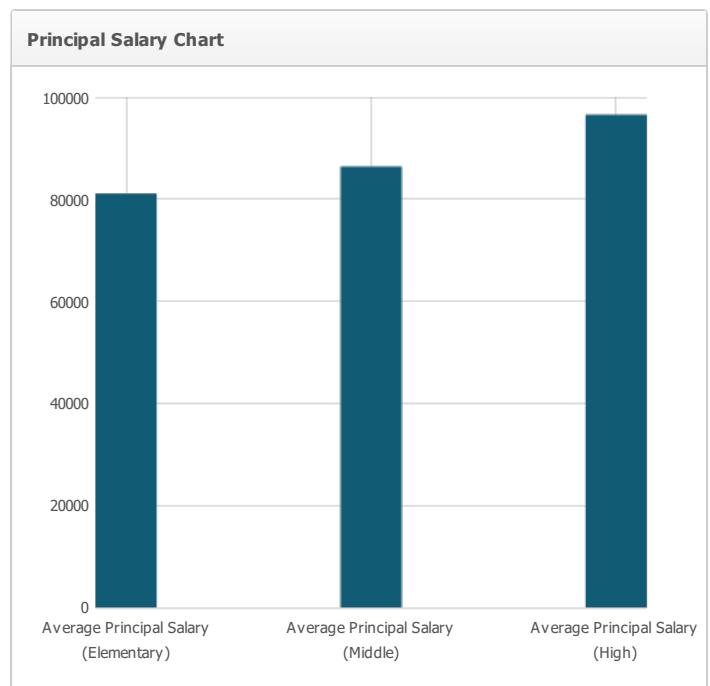
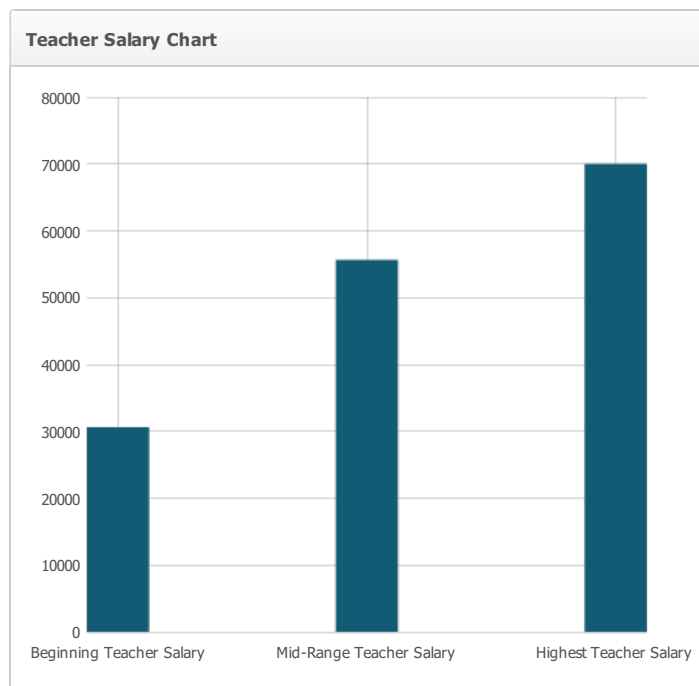
- Title I, Part A
- Title II A Teacher Quality
- After School Tutoring

Last updated: 12/18/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30,634	\$43,574
Mid-Range Teacher Salary	\$55,648	\$63,243
Highest Teacher Salary	\$70,008	\$86,896
Average Principal Salary (Elementary)	\$81,104	\$103,506
Average Principal Salary (Middle)	\$86,400	\$108,961
Average Principal Salary (High)	\$96,564	\$108,954
Superintendent Salary	\$131,866	\$136,125
Percent of Budget for Teacher Salaries	27.00%	30.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 12/18/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	3	14.40%

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

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

Last updated: 12/18/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	36	37	37

Last updated: 12/18/2019