

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Community High (Continuation)	District Name	Pacific Grove Unified
Street	1004 David Ave.	Phone Number	831-646-6510
City, State, Zip	Pacific Grove, CA 93950-4924	Web Site	www.pgusd.org
Phone Number	831-646-6535	Superintendent	Patrick Perry
Principal	Stan Dodd	E-mail Address	Pperry@pgusd.org
E-mail Address	Sdodd@pgusd.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Community High School is the continuation school in the Pacific Grove Unified School District. Community High School was founded in 1971 as an alternative school for students not having success in the comprehensive high school. Community High is a small, personal school which offers a sound basic curriculum that stresses reading, writing, mathematics, science and art. There is a strong emphasis on student self esteem. Students are encouraged to take an active role in their education by helping design their curriculum to meet their individual needs and interests. Community High School has just moved to the David Avenue site. The new site has been completely refurbished with new classrooms and a new office to better serve students. Community High School's graduates will be:

Educated Individuals Who:

Demonstrate competence in reading writing, mathematics, science, social studies and technology.

Critical Thinkers and Problem Solvers Who:

Think problems through using relevant evidence or information to come to logical conclusions.

Independent and Collaborative Workers Who:

Set goals, organize time and tasks to meet deadlines, participate I group projects, and produce independent work that meets academic content standards.

Responsible Citizens Who:

Are employable.

Understand and appreciate diverse culture and points of view.

Understand and participate in the duties, rights and privileges of citizens in a democracy.

Understand the relationships between man and his environment.

Healthy Individuals Who:

Have a strong sense of self worth.

Practice respect for others.

Resolve conflicts through positive action.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

There are a number of ways for parents to be involved at Community High School. Every parent participates in an intake conference in which student's annual learning goals are discussed. School Site Council is always looking for parents to be involved in site planning. Parents are also encouraged to participate in chaperoning field trips and other educational activities. Community High School encourages parents to be involved in their student's education. Parents are routinely contacted for a variety of reasons, both positive and negative.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	1
Grade 3	0	Grade 10	2
Grade 4	0	Grade 11	6
Grade 5	0	Grade 12	5
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	14

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7.1	White (not Hispanic)	78.6
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	14.3	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	NA	NA	NA	NA	26.0	1	1	0	22.5	1	1	0
Mathematics	NA	NA	NA	NA	26.0	1	1	0	22.5	1	1	0
Science	NA	NA	NA	NA	26.0	1	1	0	22.5	1	1	0
Social Science	NA	NA	NA	NA	26.0	1	1	0	22.5	1	1	0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Community High School provides a safe learning environment for students. Safety is a priority. The school is involved with the district in revising and updating school safety plans to provide coordination with other schools as well as local community emergency agencies and to update changes needed for the new site.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Students at Community High School are expected to attend classes daily and to interact positively with teachers and other students. Failure to meet these requirements results in a system that involves counseling, parent conferences and suspension. The behavioral management system is in place to encourage students to manage their behavior in a manner that will help them acquire skills that will help them be successful in school and in post high school life.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	6	2	12	145	136	101
Expulsions	0	0	0	3	2	0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Community High School moved this year to a newly renovated campus at David Avenue School. The district has completely renovated the building providing new classroom space as well as a new office area. The classrooms contain areas for art and science providing adequate space for hands-on activities. There is also a new classroom that houses English and social science classes. The office was redone to function more effectively. New restrooms were built. Electrical wiring was redone as well as new technology infrastructure. The district recently passed a \$42 million dollar facilities bond. Projects will be completed according to a district-wide priority list.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	0	2	2	101
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available. Many of our "guest teachers" prefer to work in Pacific Grove rather than in neighboring districts due to the excellent behavior of our students.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teacher evaluations are completed according to the provisions of the contract with the Pacific Grove Teachers Association and the Pacific Grove Unified School District. The principal, on a bi-annual basis evaluates teachers. Evaluations are comprised of formal and informal observations, as well teacher-administrator conferences.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.01	25
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adequate	0
Mathematics	Adequate	0
Science	Adequate	0
History-Social Science	Adequate	0
Foreign Language	Adequate	0
Health	Adequate	0
Science Laboratory Equipment (grades 9-12)	Adequate	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,740	\$209	\$9,531	\$92,148
District	---	---	\$2,183	\$65,891
Percent Difference - School Site and District	---	---	\$7,348	\$26,257
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	\$4,788	\$37,325

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Students can access many of the resources available at the comprehensive high school. Currently student can access services provided by 10th Grade Counseling Program as well as CAHSEE Intervention program. We are working to make more services available to students.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,208	\$36,796
Mid-Range Teacher Salary	\$62,290	\$54,062
Highest Teacher Salary	\$77,511	\$68,679
Average Principal Salary (Elementary)	\$103,617	\$103,617
Average Principal Salary (Middle)	\$100,268	\$100,268
Average Principal Salary (High)	\$103,925	\$103,925
Superintendent Salary	\$161,606	\$121,387
Percent of Budget for Teacher Salaries	44.6	40.2
Percent of Budget for Administrative Salaries	4.9	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	25	23	10	58	64	69	36	40	42
Mathematics	*	0	0	48	55	58	34	38	40
Science		*	*	56	56	55	25	27	35
History-Social Science	*	9	11	59	56	63	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*		*
White (Not Hispanic)	0	0	*	0
Male	*	*	*	*
Female	0	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	36			70	65	71	43	41	42
Mathematics	18			71	70	75	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period. **Due to the small number of students, this data is not available.**

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School			B	615
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs – Not Applicable

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	NA	NA
First Year of Program Improvement Implementation	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.5	3.2	3.3	3.1
Graduation Rate	100.0	100.0	99.2	100.0	100.0	99.2	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	8	151	---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Students at Community High are eligible to take ROP course at the comprehensive high school as well as other locations throughout the county. Programs offered at Pacific Grove Adult School and Monterey Peninsula College are also available to students. There are currently no CTE programs offered on site

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Not Applicable

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>.
Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Due to the small size of our staff the Leadership Team is composed of the entire staff. Regular staff meetings are held to discuss broad curricular needs as well as individual student needs. Teacher collaboration at the site level is relatively easy but does not meet teacher curricular needs. Collaboration with the comprehensive high school has been a focus to allow teachers to collaborate with other teacher teaching similar subjects. The site was involved in the accreditation process through the Western Association of Schools and Colleges and much staff development time was used to complete this process. As a result of the WASC visit a strong effort has been made to articulate courses with the state standards as well as purchase standards based materials.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers are able to participate in many professional development activities. There are district-wide staff development opportunities, the past year the focus has been on district-wide writing improvement. A nationally recognized writing expert led staff development activities for all teachers in the district. Other staff development opportunities are available to meet individual teacher needs.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	32,000	32,000
10	32,000	32,000
11	32,000	32,000
12	32,000	32,000

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the past school year no minimum days were allocated for Community High School.