2019-20 Odyssey SARC

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Pérez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Odyssey STEM Academy
Street	3701 Michelson St.
City, State, Zip	Lakewood CA 90712-1402
Phone Number	(619) 507-0043
Principal	Becky Perez, Principal
Email Address	bperez@paramount.k12.ca.us
Website	https://odyssey.pusdschools.net/
County-District-School (CDS) Code	19648730136705

School Description and Mission Statement (School Year 2020–2021)

Our learners face a rapidly changing future that demands far different skills and knowledge than needed in the last century. Our future as a community and nation depends how well we prepare our young people to tackle these challenges and opportunities. The current factory model of education results in an outdated system that separates winners and losers in our schools and institutionalizes inequalities and socioeconomic injustices.

Odyssey reimagines high school through a scholar-centered learning model viewing academic and social and emotional growth as essential and interdependent elements of human development. Our mission calls on learners to transform themselves by developing curiosity and zest for learning and life. All learners grapple with society's most challenging problems such as artificial intelligence, sustainability and healthcare. They intern side-by-side with professionals and community leaders to develop interpersonal, intrapersonal, and intellectual skills on the beyond school walls. They graduate high school ready to face an uncertain present and changing future and engage in postsecondary education, entrepreneurship, and life.

Our School Accountability Report Card (SARC) provides a small window into our school. Accountability measures within the card are determined by the state of California. As such, they are applicable to schools across the state. These measures are sufficient but not adequate. We encourage readers to take a deeper view of our school through a lens that helps you answer a key question, "Are Odyssey scholars ready for the challenges and opportunities of the 21st century life?"

Our Mission
Odyssey STEM Academy empowers learners by awakening their curiosity and passion to transform themselves and the world.

Our Approach

The Odyssey Design Principles below provide current and future Odyssey community members navigation tools for the journey ahead. All Odyssey community members are learners, thus the word learner throughout the document refers to all members of the school community – scholars, staff, families, and mentors.

Equity
Our community of learners celebrates the uniqueness of each individual. Systems and structures designed for equitable access to programs and opportunities ensure academic and social-emotional well-being for all. Meaningful ties among community members foster a trusting, caring, and mutually respectful culture. Intentionally diverse and integrated learning environments create a community-wide culture of achievement so that learners thrive in a multicultural, global society.

Learner-Centric
Agency, managing one's own learning, is cultivated through a collaborative school-wide culture that is intellectually challenging. Learners progress on a pathway unique to them. They co-construct purposeful learning experiences, monitor their progress towards learning goals, and determine how to exhibit their depth of knowledge and skill. Time and tailored support empower learners to meet high expectations in a safe learning environment that fosters innovation.
Authentic Work
Learners engage in authentic work that matters to them and the outside world. They use inquiry to design projects to tackle society's greatest STEM challenges. Literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful, culturally relevant experiences across all disciplines. Intentional use of technology ignites anytime, anywhere learning. Learners make their thinking visible by curating and sharing their work with authentic audiences.

Learning Beyond Classroom Walls
Through multiple internships and authentic projects, learners become contributing partners in their work with industry professionals. Internship projects connect to learner interests and deepen understanding throughout the curriculum. Through this work, learners navigate systems, build relationships, and establish a professional network. The mutually beneficial relationships result in academic growth and character development.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	139
Grade 10	128
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	266

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.4
White	2.6
Two or More Races	0
Socioeconomically Disadvantaged	90.2
English Learners	6
Students with Disabilities	10.9
Foster Youth	0.4
Homeless	0

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	0	7	12	638
Without Full Credential	0	0	1	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	1	8
Total Teacher Misassignments*	0	1	9
Vacant Teacher Positions	0	0	2

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegorations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2019-2020 can be accessed from the following website links:

Quarter 1 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/1st%20Quarter%20UCP%202019-20.pdf

Quarter 2 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2nd%20Quarter%20UCP%202019-20.pdf

Quarter 3 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2019%20UCP%20Reporting%203rd%20Quarter.pdf

Quarter 4 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/7_13_20%20Williams%20Quarterly%20Uniform%20Complaint%20Summary.pdf

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(CRC Press) Grade 9 Design at Work: Cooperative Design / 2018 (Chicago Review Press) Grade 9 Design for The Real World / 2018 (New Riders) Grade 9 Designing for Interaction / 2018 (Basic Books) Grade 9 The Design of Everyday Things / 2018 (Simon and Schuster) Grade 9 Fahrenheit 451 / 2018 (Back Bay Books) Grade 9 The Soul of a New Machine / 2018	Yes	0%
Mathematics	(SASC, LLC) Grade 9 Interactive Mathematics Year 1 / 2018 (SASC, LLC) Grade 9 Interactive Mathematics Year 2 / 2018 (SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019 (SASC, LLC) Grade 9-11 Interactive Mathematics Year 4/ 2020	Yes	0%
Science	(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018 (Bedford Freeman Worth) Environmental Science for AP 3rd Edition / 2019	Yes	0%

History-Social Science	(Hill and Wang) Grade 9-12 Changes in the Land: Indians, Colonists, and the Ecology of New England / 2019 (House of Anansi Press) Grade 9-10 The Wayfinders: Why Ancient Wisdom Matters in the Modern World / 2019 (WW Norton & Co.) Grade 9-10 Something New Under the Sun: An Environmental History of the 20th Century / 2019 (Cambridge) Grade 9-10 Ecological Imperialism: The Expansion of Europe 900-1900 / 2019 (Penguin Books) Grade 9-10 Collapse: How Societies Choose to Fail or Succeed / 2019 (Spiegel and Grau) Grade 9-10 Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World / 2019 (Pearson) Grade 9-10 Environmentalism: A Global History/ 2019		
Foreign Language	(Teacher's Discovery) Grade 9-12 Spanish 1 Voces Digital Subscription / 2020 (Vista Higher Learning) Grade 9-12 Galeria 1 /2020		
Health	N/A	N/A	0%

Visual and Performing Arts	(HLT Press) Grade 9 Sew Electric Mixed Media Art Studio / 2018 (Cengage) Grade 9 Shaping Space: The Dynamics of Three Dimensional Design Mixed Media Art Studio / 2018 (Teacher's College Press) Grade 9 Studio Thinking 2 Mixed Media Art Studio / 2018 (Weldon Owen) Grade 9 The Art of Tinkering Mixed Media Art Studio / 2018 (Maker Media Inc) Grade 9 Wearable Electronics : Design, Prototype, and Wear Mixed Media Art Studio / 2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

School Facility is in very good condition

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replacement of several HVAC systems – in progress. Upgrade of air filter systems for all HVAC - complete
Interior: Interior Surfaces	X			Upgrades to Science Labs – in progress
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Additional Water refill- drinking systems planned
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating

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, 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	30	N/A	40	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and high school)	N/A	N/A	18	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

N/A

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	259
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 2019–2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Family Engagement
Empowering learners to reach their full potential requires the combined effort of scholars, staff, families, and the community. Communication reaches beyond the standard parent-teacher conference to include families as valued and trusted participants in the learning process. Recognizing, understanding, and valuing individual backgrounds and life experiences contributes to learners' positive socio-emotional and academic growth.

Parent Involvement
Our family involvement plan creates a support network leading to scholar success. Families are deliberately involved in the learning process. They participate in trimester exhibitions, student-led conferences, and internship experiences. Their feedback into their scholar's projects acts to improve learning and refine advisor instructional practices. Monthly Parent University sessions serve to strengthen parent's understanding and skills about how to best help their scholar be successful. Monthly Family Connection events ensure open access for families to school administration and information.

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 2017–2018	School 2018–2019	School 2019–2020	District 2017–2018	District 2018–2019	District 2019–2020	State 2017–2018	State 2018–2019	State 2019–2020
Dropout Rate	N/A	N/A	N/A	7.1	8.3	5.9	9.6	9.0	8.9
Graduation Rate	N/A	N/A	N/A	85.9	87.9	91.5	83.0	84.5	84.3

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	N/A	4.4	2.9	2.6	3.7	3.6
Expulsions	0	0	0.03	0.01	0.08	0.09

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	1.9	1.8	N/A
Expulsions	0	0	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Our safety plan is proactive. In recent years, the importance of creating a positive school culture has become increasingly evident. At Odyssey, we are using the framework of restorative practices to help create a positive, supportive school environment for our scholars. Restorative practices include proactive processes that focus on building relationships and community, and ensuring that all scholars feel welcome and connected. The continuum of restorative practices ranges from how we speak to scholars on a daily basis, to how discipline incidents are handled. When a disciplinary problem occurs, or a relationship is harmed, scholars are provided the opportunity to meet in a controlled, supportive environment in order to learn about how their actions have affected others, and what may be done to

"repair the harm". In this way, scholars are not only able to take responsibility for their actions, but are also able to restore the relationship and sense of community.

In partnership with Paramount Unified leadership, the Odyssey community reviewed and updated the safety plan at the beginning of each school. The plan ensures intentional and effective practices that keep our scholars, staff, and families safe in crisis situations. Our policies and practices are examined and refined using current research to ensure effectiveness, and aligned to district requirements.

The plan includes procedures for responding to an array of safety concerns including natural disasters and armed intruders. For each possible threat, the plan details the sequence of responses by staff and students. Staff and administration meet monthly to review and refine the implementation of the plan and teachers teach the plan to students during advisory in preparation for each monthly drill.

This year, OSA's Safety Plan includes COVID-19 Safety Protocols for staff working on campus, and onsite testing of students. The COVID-19 Safety Protocols have been developed in partnership with the district and are in compliance with the LA County Office of Public Health guidelines for Re-opening Schools.

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 (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

*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 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	68	0	0	4
Mathematics	34	0	0	4
Science	34	0	0	4
Social Science	0	0	0	0

*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 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	68	0	0	6
Mathematics	33	0	3	5
Science	44	0	0	6
Social Science	63	0	0	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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,509.17	45.59	$6,463.59	$79,901.65
District	N/A	N/A	$1,750.20	$93,979.98
Percent Difference – School Site and District	N/A	N/A	114.77	-16.19
State	N/A	N/A	$7,750.12	$84,577
Percent Difference – School Site and State	N/A	N/A	-2.43	.07

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

Types of Services Funded (Fiscal Year 2019–2020)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,659	$52,484
Mid-Range Teacher Salary	$84,073	$81,939
Highest Teacher Salary	$106,857	$102,383
Average Principal Salary (Elementary)	$138.254	$129,392
Average Principal Salary (Middle)	$143,196	$136,831
Average Principal Salary (High)	$150,798	$147,493
Superintendent Salary	$275,952	$254,706
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: 0

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*	0

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	138	133	116