2019-20 Zamboni 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	Frank J. Zamboni
Street	15733 South Orange Ave.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8048
Principal	Sue Saikaly, Principal
Email Address	ssaikaly@paramount.k12.ca.us
Website	http://zamboni.pusdschools.net/
County-District-School (CDS) Code	19648736114615

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

Frank J. Zamboni Middle School is committed to providing a quality education for approximately 920 students by setting high standards in academics and behavior, by providing teachers and staff with training and resources, and by listening to and working with parents and families. We believe that each student should have the opportunity to maximize his/her potential and to develop his/her capabilities to their full extent.

School Description and Mission Statement

Mission Statement/Goals
All students have the right to a quality education in a positive and safe environment that promotes dignity, respect, high achievement, and responsible, productive citizens in a multi-cultural society.
1. Teachers believe that all students can learn.
2. The school addresses the individual student: intellectual, emotional, social, and physical.
3. Teachers hold high expectations for each student while acknowledging individual differences.
4. Developing positive self-esteem enhances respect and cooperation.
5. Pride in one's work is essential to achieving one's potential.
6. Promoting personal responsibility develops contributing members of society.
7. Learning is valued as a life-long process.
8. A positive, safe environment allows students to perform in a risk – free environment.

Collective Commitments
This section provides information about the school's goals and programs.
Curriculum, Instruction and Assessment
As a school staff we will…
• complete lesson plans with a focus on common core strategies and high level student engagement
• incorporate Thinking Map strategies and graphic organizers;

- incorporate active participation strategies throughout the lesson;
- incorporate technology in all content areas
- implement Integrated EL and LTEL strategies in all content areas;
- provide instruction that accommodates different learning modalities to ensure success;
- identify essential learning during STPT for all core content areas;
- provide multiple measures for assessments;
- provide interventions prior to retakes of assessments in all core content areas;
- collaborate to create common assessments and lessons;
- use Cycle of Inquiry to analyze common assessments to drive instruction and
- post academic achievement of all students in the classrooms and throughout the school.

Focus on Students and Access for All
As a school staff we will…
- prioritize the needs of students over the needs of the system;
- provide students with proactive and systematic prevention strategies and interventions instead of waiting for failure;
- work together to take collective responsibility for all students;
- provide all students access to academic, career planning, behavioral, and emotional support services;
- encourage each student to participate in a variety of curricular and co-curricular programs and
- institute Guidelines for Success, recognizing students' good character.

Working as a Professional Learning Community
As a school staff we will…
- have high standards and expectations for student success;
- focus on developing high-performing collaborative teams;
- improve professional practices;
- support collaborative problem solving and
- model what it means to be a lifelong learner.

A Culture for Learning
As a school staff we will…
- conduct ourselves in a professional manner;
- treat each other with mutual respect and consideration;
- implement tenets of Safe & Civil Schools and
- ensure collectively student learning and success.

Continuous Cycle of Improvement
As a school staff we will…
- focus on student learning;
- engage in observing each other to refine best practices;
- openly share data among teachers who work collaboratively to improve student learning and
- provide students with on-going specific feedback and involve them in assessing their own learning.

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	275
Grade 7	290
Grade 8	320
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	885

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

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0
Asian	0.5
Filipino	93
Hispanic or Latino	0.5
Native Hawaiian or Pacific Islander	0.2
White	0.7
Two or More Races	97.6
Socioeconomically Disadvantaged	30.5
English Learners	12.7
Students with Disabilities	0.9
Foster Youth	0.9
Homeless	1.4

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	40	38	39	638
Without Full Credential	2	3	3	9
Teaching Outside Subject Area of Competence (with full credential)	2	3	2	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	8
Total Teacher Misassignments*	0	0	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 allegations 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	(Amplify) Grade 6, 7, 8 Anthology 2017 (Hampton-Brown) Grade 6-8 Inside the U.S.A. # / 2011 (Hampton-Brown) Grade 6-8 Inside Phonics # / 2011 (Hampton-Brown) Grade 6-8 Inside Level A-E / 2011 (Hampton-Brown) Grade 6-8 InZone Zone 1-3 Books / 2011	Yes	0%
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Pearson) Grade 8 Algebra 1 / 2014	Yes	0%
Science	(McGraw-Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw-Hill) Grade 7 CA Inspire Science 7th Gr Unit 1-4 / 2019 (McGraw-Hill) Grade 8 CA Inspire Science 8th Gr Unit 1-4 / 2019 (Glencoe/McGraw-Hill) Grade 7 Teen Health / 2008	Yes	0%
History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0%

Foreign Language	(Glencoe/McGraw-Hill) Grade 7-8 Como Te Va: Intro / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Como Te Va: Level A / 2009	Yes	0%
Health	(Pearson Scott-Foresman) Grade 6 Art / 2009 (Pearson Scott-Foresman) Grade 7-8 Art / 2009 (Glencoe/McGraw-Hill) Grade 6 Experiencing Choral Music: Beginner Unison, 2-part/3-part / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Experiencing Choral Music: Intermediate Treble / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Experiencing Choral Music: Intermediate Sight Singing / 2009 (Hal Leonard Corporation) Grade 6-8 Essential Elements / 2000		
Visual and Performing Arts			
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
Major construction of new – multi-classroom – Administration building – in Progress

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 somel HVAC systems – in progress. Upgrade of air filter systems for all HVAC - complete
Interior: Interior Surfaces	X			
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			Additional multi-classroom and Administration building - in progress

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)	35	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	27	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)	22	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	N/A
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	N/A
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)

Parents are encouraged to be a part of their child's education and are welcome to meet with staff members to improve the learning experiences for their child. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Association (PTA), or by being elected as a to the School Site Council (SSC) which develops and monitors the school's improvement plan or the English Language Advisory Committee (ELAC) which provides advice to the principal and school staff on programs and services for English learners. Parents are also invited to attend monthly workshops through the College Career Center, and field trips to include college tours. Monthly calendars, Connect Ed messages, text messages, emails, ParentVue and Schoology, and the website are utilized on a regular basis to support school-home communication.

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	1.7	1.4	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	0.8	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)

The safety committee devised the disaster plan with input from parents and teachers. Teachers and staff reviewed the plan in detail on September 12, 2019 and have continual monthly reviews at the School Safety Committee meetings. School Site Council reviewed the plan on May 26, 2020. The committee meets regularly to review safety issues. Included in the comprehensive plan is: mandated cross-reporting, SB187 overview, child abuse reporting, orderly school environment procedures, policy statements, employee discipline measures, dress code, parent liability, sexual harassment, pupil discipline, and campus access. Within the school disaster plan are procedures on evacuation

due to fire, earthquake procedures, bomb threat procedures and lockdown procedures. Monthly drills are scheduled in order to be best prepared for any of these situations. Student safety is paramount.

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	27	10	51	7
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	25	13	52	6
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	27	10	45	9
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	25	5	26	1
Mathematics	26	6	17	0
Science	27	1	21	1
Social Science	27	2	21	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	26	5	25	3
Mathematics	26	1	23	0
Science	28	0	23	0
Social Science	31	1	13	7

*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	24	7	24	0
Mathematics	30	3	16	4
Science	27	1	21	1
Social Science	28	2	20	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.

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

Title	Ratio
Pupils to Academic Counselor*	295

*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)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	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.

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	$5,428.88	$474.15	$4,954.73	$107,399.21
District	N/A	N/A	$1,750.20	$93,979.98
Percent Difference – School Site and District	N/A	N/A	95.59	13.33
State	N/A	N/A	$7,750.12	$84,577
Percent Difference – School Site and State	N/A	N/A	-8.98	7.41

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: _____N/A_____

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*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	46	99	23