

2019-20 CDS 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	Paramount Unified Community Day
Street	14507 Paramount Blvd.
City, State, Zip	Paramount CA 90723-3419
Phone Number	(562) 602-8084
Principal	Dr. Yvonne Rodriguez, Principal
Email Address	yrodriguez@paramount.k12.ca.us
Website	https://www.paramount.k12.ca.us/schools/cds/index.html
County-District-School (CDS) Code	19648731996107

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

Community Day School consists of students in grades seventh through twelfth placed in the setting because they have been unsuccessful in a more traditional school environment. CDS focuses on and measures student success through the 3A's (Academics, Attitude, and Attendance). Additionally, CDS provides a low student to teacher ratio, counseling support, and a structured environment conducive to student success.

Paramount Community Day School believes that every student will learn appropriate grade-level standards in an environment that is positive, safe, and caring. This means success in academics, attendance, attitude, and other areas at the Community Day School. Our purpose is to provide students with the skills they need to return to and thrive at the school of their choice, including Paramount High School, West Campus, Buena Vista, or one of the excellent Paramount USD middle schools.

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	1
Grade 8	0
Ungraded Elementary	0
Grade 9	1
Grade 10	9
Grade 11	5
Grade 12	2
Ungraded Secondary	0
Total Enrollment	18

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

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	0
White	5.6
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	27.8
Students with Disabilities	22.2
Foster Youth	5.6
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	3	3	3	638
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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
<p>Reading/Language Arts</p>	<p>(Amplify) Grade 7-8 Anthology / 2017</p> <p>(Hampton-Brown) Grade 7-8 Inside the U.S.A. # / 2011</p> <p>(Hampton-Brown) Grade 7-8 Inside Phonics # / 2011</p> <p>(Hampton-Brown) Grade 7-8 Inside Level A-E / 2011</p> <p>(Hampton-Brown) Grade 7-8 InZone Zone 1-3 Books / 2011</p> <p>(Pearson Education) Grade 9 My Perspectives 9th Gr. Vol 1 & 2 / 2017</p> <p>(Pearson Education) Grade 10 My Perspectives 10th Gr. Vol 1 & 2 / 2017</p> <p>(Pearson Education) Grade 11 My Perspectives 11th Gr. Vol 1 & 2 / 2017</p> <p>(Pearson Education) Grade 12 My Perspectives 12th Gr. Vol 1 & 2 / 2017</p> <p>(Bedford/St. Martin's) Grade 12 The Bedford Introduction to Literature / 2017</p> <p>(McGraw Hill) Grade 10-12 Language and Composition: The Art of Voice / 2017</p> <p>(McGraw Hill) Grade 11-12 Glencoe Speech 3rd Ed. / 2018</p> <p>(Houghton Mifflin Harcourt) Grade 9-12 English 3D Course C Issues Book / 2017</p> <p>(Hampton Brown) Grade 9-12 Inside the U.S.A. # / 2011</p>	<p>Yes</p>	<p>0%</p>

<p>Mathematics</p>	<p>(Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014</p> <p>(Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014</p> <p>(Pearson) Grade 8 Algebra 1 / 2014</p> <p>(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014</p> <p>(Agile Mind) Grade 9-12 Intensified Algebra 1 / 2013</p> <p>(Pearson) Grade 9-12 Geometry, California Common Core / 2014</p> <p>(Pearson) Grade 10-12 Algebra 2, California Common Core / 2014</p> <p>(SASC, LLC) Grade 9 Interactive Mathematics Year 1 / 2018</p> <p>(SASC, LLC) Grade 9 Interactive Mathematics Year 2 / 2018</p> <p>(SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019</p> <p>(SASC, LLC) Grade 9-11 Interactive Mathematics Year 4 / 2020</p> <p>(Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018</p>	<p>Yes</p>	<p>0%</p>
---------------------------	---	------------	-----------

<p>Science</p>	<p>(McGraw-Hill) Grade 7 CA Inspire Science 7th Gr Unit 1-4 / 2019</p> <p>(McGraw-Hill) Grade 8 CA Inspire Science 8th Gr Unit 1-4 / 2019</p> <p>(Prentice Hall) Grade 9 Physical Science: Concepts in Action / 2005</p> <p>(Prentice Hall) Grade 9 Environmental Science / 2005</p> <p>(Prentice Hall) Grade 9-12 Biology / 2003</p> <p>(Discovery Education) Grade 9-12 NGSS Science Techbook High School Living Earth / 2020</p> <p>(Discovery Education) Grade 9-12 NGSS Science Techbook High School Chemistry / 2020</p> <p>(Discovery Education) Grade 9-12 NGSS Science Techbook High School Physics / 2020</p>	<p>Yes</p>	<p>0%</p>
<p>History-Social Science</p>	<p>(McGraw Hill) Grade 10 IMPACT CA: World History</p> <p>(McGraw Hill) Grade 11 IMPACT CA: US History & Geography</p> <p>(McGraw-Hill) Grade 12 IMPACT CA: Principles of American Democracy / 2018</p> <p>(McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018</p> <p>(Cengage) Grade 11 The American Pageant 16th Ed. / 2018</p> <p>(Pearson) Grade 10-12 Cultural Anthropology 14th ed. / 2016</p> <p>(McGraw-Hill) Grade 10-12 World Geography / 2005</p>	<p>Yes</p>	<p>0%</p>
<p>Foreign Language</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>

Health	(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006	Yes	0%
Visual and Performing Arts	(Glencoe/McGraw Hill) Grade 9-12 Art in Focus	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), in the box below:

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			
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)	30	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	10	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	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	100
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	

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)

The school recognizes that parents/guardians are their students' first and most influential teachers and that continued parental involvement in children's education contributes significantly to student achievement and conduct. A parent involvement policy and program is an integral component of the school plan that promotes a meaningful partnership between the school and the home. Channels of ongoing communication between teachers and parents/guardians include parent-teacher conferences, progress reports, reasonable access to staff, and opportunities to observe classroom activities. All information regarding school meetings (SSC, holidays) is mailed home. Parent training on Schoology and ParentVue is offered so they may access current attendance and academic progress.

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	32.8	47.3	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	40	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)

Paramount Community Day School provides a safe, clean campus to promote a positive environment for students. Administrators, counselor, teachers, campus security, and security personnel provide supervision. CDS has one full-time campus security on site. Communication by campus security occurs through a hand-held radio system. Each classroom has a telephone, which provides direct access to the office. Emergency drills, such as fire, earthquake, and lockdowns, are held throughout the year. Should a disaster occur, specialty teams provide search and rescue, first aid, security, and student accountability. A systematic evacuation plan has been established for students and staff. The campus maintains an individual School Safety Plan that is reviewed annually

and approved by the respective School Site Councils, with specific instructions for handling various incidents that may occur during the school day. The School Site Council reviewed the updated Comprehensive Safety Plan on May 26, 2020. The new members in the School Site Council and the school calendar are current in the plan. Additionally, each teacher has a copy of the Emergency Handbook at the start of the year (as part of the Staff Handbook binder, which is updated annually).

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	3	10	0	0
Mathematics	3	7	0	0
Science	3	6	0	0
Social Science	2	8	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	3	6	0	0
Mathematics	4	5	0	0
Science	3	5	0	0
Social Science	3	5	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	23-32	33+
English Language Arts	2	9	0	0
Mathematics	4	7	0	0
Science	5	4	0	0
Social Science	3	7	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.

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

Title	Ratio
Pupils to Academic Counselor*	36

*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)	0.5
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	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	\$27,331.35	\$5,043.57	\$22,287.78	\$93,322.05
District	N/A	N/A	\$1,750.20	\$93,979.98
Percent Difference – School Site and District	N/A	N/A	170.88	-.70
State	N/A	N/A	170.88	-.70
Percent Difference – School Site and State	N/A	N/A	25.77	3.95

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.

Funds are designed to provide resources and support to improve student outcomes in schools that meet criteria for Comprehensive Support and Improvement.

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