

2019-20 Jackson 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	Leona Jackson
Street	7220 Jackson St.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8020
Principal	Kelly Anderson, Principal
Email Address	kanderson@paramount.k12.ca.us
Website	https://jackson.pusdschools.net/
County-District-School (CDS) Code	19648730102681

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

Leona Jackson School is located at 7220 East Jackson Street in Paramount in the southwest area of Paramount. Major streets that border the school are Garfield Avenue and Jackson Street. The parking lot is located on the west end of the campus. The school consists of an administration building with a library, four wings of classrooms, and a multi-purpose room.

In alignment with PUSD's vision, the staff at Leona Jackson School strives to seek out, understand, and emulate the characteristics of exemplary schools. We believe that all children can learn and are capable of being successful. Through the implementation of our District-adopted programs, we believe that our students will meet the Common Core State Standards and be prepared for college and/or a career of their choice.

At Leona Jackson School, our mission is to provide a high quality and exemplary learning environment for all students. We believe that all students have the capacity to learn; therefore, we maintain high expectations for all students while acknowledging their individual differences. We are committed to helping our students develop intellectually, emotionally, socially, and physically while recognizing that learning is a lifelong process. Our ultimate goal is to prepare our students to become responsible citizens and productive, contributing members of our global society.

Our vision includes the collaboration of teachers, parents, administrators and most importantly, students. We believe that all stakeholders play an important role in planning for and supporting the diverse needs of our students.

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	93
Grade 5	100
Grade 6	185
Grade 7	180
Grade 8	227
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	785

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

Student Group	Percent of Total Enrollment
Black or African American	18.3
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.5
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.5
White	1.4
Two or More Races	1.9
Socioeconomically Disadvantaged	95.9
English Learners	22.7
Students with Disabilities	12.1
Foster Youth	0.8
Homeless	1

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	37	36	36	638
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	4	4	3	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>(McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016</p> <p> </p> <p>(Amplify) Grade 6, 7, 8 Anthology 2017</p> <p>(Hampton-Brown) Grade 6-8 Inside the U.S.A. # / 2011</p> <p>(Hampton-Brown) Grade 6-8 Inside Phonics # / 2011</p> <p>(Hampton-Brown) Grade 6-8 Inside Level A-E / 2011</p> <p>(Hampton-Brown) Grade 6-8 InZone Zone 1-3 Books / 2011</p>	<p>Yes</p>	<p>0%</p>
<p>Mathematics</p>	<p>(McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014</p> <p>(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014</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>Yes</p>	<p>0%</p>

<p>Science</p>	<p>(Twig Science) Grade 4 Student TwigBook: Module 1-5 / 2020</p> <p>(Twig Science) Grade 5 Kinder Student TwigBook: Module 1-4 / 2020</p> <p>(McGraw-Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019</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>(Glencoe/McGraw-Hill) Grade 7 Teen Health / 2008</p>	<p>Yes</p>	<p>0%</p>
<p>History-Social Science</p>	<p>(Pearson) Grade 4 Our California / 2006</p> <p>(Pearson) Grade 5 Our Nation / 2006</p> <p>(Cengage) Grade 6 Ancient Civilizations / 2018</p> <p>(Cengage) Grade 7 Medieval and Early Modern Times / 2018</p> <p>(Cengage) Grade 8 American Stories, Beginning to WWI / 2018</p>	<p>Yes</p>	<p>0%</p>
<p>Foreign Language</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>
<p>Health</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>
<p>Visual and Performing Arts</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>
<p>Science Laboratory Equipment (grades 9-12)</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>

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

School Facility Conditions and Planned Improvements

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			School Wide Exterior Paint Project - Complete

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)	40	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	24	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)	23	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)

At Leona Jackson School, we maintain a collaborative partnership with our parents to further the education of our students. We provide multiple opportunities for parental input and involvement in our instructional program, as well as various school-wide activities.

Parent committees include:

- School Site Council (SSC) and the English Learner Advisory Committee (ELAC), which meet on a monthly basis
- Parent Teacher Association (PTA), which invites all parents to become actively involved in providing and volunteering in student activities

Parents are also invited to participate in Back-to-School night, Open House, parent-student-teacher conferences, and various parent education events.

We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program.

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	2.2	1.8	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)

In order to provide a safe, civil and productive school environment, Leona Jackson School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the southwest corner of the school. All visitors, contractors, and volunteers are required to check in through our Visitor Management System.

Leona Jackson School provides a safe, clean and well-maintained physical environment for students. Our facilities include a turf field, clean black tops, and well-maintained grass areas. We have a full-time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school.

School policies are communicated through orientation assemblies, parent newsletters, and our new learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors.

Appropriate behaviors are encouraged and taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Jackson School.

The school safety plan has been updated and approved by the Safety Committee on October 7, 2019 and School Site Council on January 10, 2020.

The plan includes:

- Safety Plan Overview
- Mandated Reporting
- Safe & Orderly School Environment
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access (Ingress/Egress)
- Disaster Plan (Lock Down, Bomb Threat, Active Shooter, Earthquake Drills, etc.)
- Evacuation Procedures
- Mental Health Emergencies
- Scheduled Monthly Fire Drills

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	25	0	4	0
5	37	0	0	3
6	32	1	29	14
Other**	0	0	0	0

*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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	24	0	4	0
5	33	0	1	2
6	26	9	31	4
Other**	0	0	0	0

*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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	3	0
5	31	0	3	1
6	23	24	28	6
Other**	0	0	0	0

*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	22	8	14	0
Mathematics	25	4	12	0
Science	26	2	12	1
Social Science	25	5	11	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	24	5	15	0
Mathematics	27	1	15	0
Science	26	1	15	0
Social Science	25	4	12	1

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

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

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	25	11	6	2
Mathematics	31	0	12	3
Science	26	2	12	1
Social Science	24	3	12	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*	261.7

*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	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
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	\$5,397.91	\$747.96	\$4,649.95	\$107,297.23
District	N/A	N/A	\$1,750.20	\$93,979.98
Percent Difference – School Site and District	N/A	N/A	90.62	13.23
State	N/A	N/A	\$7,750.12	\$84,577
Percent Difference – School Site and State	N/A	N/A	-10.51	7.39

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