



# North Park Elementary School

23335 West Sunset Hills Dr. • Valencia, CA 91355 • (661) 294-5370 • Grades K-6

Diane D'Elia, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Saugus Union Elementary School District**

24930 Avenue Stanford  
Santa Clarita, CA 91355  
(661) 294-5300  
www.saugusd.org

#### **District Governing Board**

Laura Arrowsmith  
**President, Trustee Area 2**

David Barlavi  
**Clerk, Trustee Area 1**

Katherine Cooper  
**Member, Trustee Area 3**

Matthew Watson  
**Member, Trustee Area 4**

Christopher Trunkey  
**Member, Trustee Area 5**

#### **District Administration**

Colleen Hawkins, Ed. D.  
**Superintendent**

Edwin T. Clement  
**Assistant Superintendent  
Education Services**

Nick Heinlein  
**Assistant Superintendent  
Business**

Jennifer Stevenson, Ed. D.  
**Assistant Superintendent  
Human Resources**

### **School Description**

At North Park Elementary, we believe all students deserve an excellent education that prepares, equips, and best positions them to prosper in the 21st century global community.

North Park Elementary strives to educate the whole child. Our goal is to provide a safe, nurturing, well-rounded education and learning community that meets the academic, social, emotional, and physical needs of all our students. Beyond academics, helping students learn to listen, assess situations, communicate articulately, advocate for themselves, think critically, work together, and navigate relationships is essential. These are the foundations upon which North Park builds its school culture where high expectations, respect, responsibility, academic excellence, and pride resonate throughout the campus.

We believe it takes the entire community – all of us working together – to develop these abilities in our children, empowering them to reach their utmost potential, as they are our future.

Recognized as a California Distinguished School and a Gold Ribbon School, North Park has an upbeat, enthusiastic atmosphere where children and adults enjoy coming each day. In September, 2019, North Park received a Silver Medal by the California PBIS Coalition for its implementation of Positive Behavior Interventions and Supports. Another award was received in September, 2020, for the support of students and families during the COVID-19 pandemic. Ideas are freely shared, and encouragement is always given. Relationships are very important to our teachers, classified employees, administration, parents, and students. Our belief is that it takes the entire community to empower children to reach their potential. Parent volunteers are integral to North Park's success and are encouraged to help staff and students celebrate accomplishments and promote the expectation that all children can and will learn.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 74                 |
| Grade 1                 | 70                 |
| Grade 2                 | 108                |
| Grade 3                 | 73                 |
| Grade 4                 | 72                 |
| Grade 5                 | 108                |
| Grade 6                 | 101                |
| <b>Total Enrollment</b> | <b>606</b>         |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 5.1                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 8.7                         |
| Filipino                            | 5.6                         |
| Hispanic or Latino                  | 29.7                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 45.9                        |
| Two or More Races                   | 4.5                         |
| Socioeconomically Disadvantaged     | 15.3                        |
| English Learners                    | 7.6                         |
| Students with Disabilities          | 17.3                        |
| Homeless                            | 0.5                         |

## 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 for North Park Elementary | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                          | 26    | 23    | 21    |
| Without Full Credential                       | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence   | 0     | 0     | 0     |

| Teacher Credentials for Saugus Union        | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 357   |
| Without Full Credential                     | ♦     | ♦     | 0     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

### Teacher Misassignments and Vacant Teacher Positions at North Park Elementary School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

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 Instructional Materials (School Year 2020-21)

**Textbooks and Instructional Materials**

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

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | McGraw Hill K-6<br>Certified 2018<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                |
| Mathematics            | McGraw Hill K-6<br>Certified 2015<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                |
| Science                | STEMscopes<br>Certified 2020<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                     |
| History-Social Science | Scott Foresman K-5, Harcourt 6<br>Certified 2007<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Playground supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire and earthquake drills to ensure preparedness in the event of an emergency. As part of our disaster preparedness plan North Park has instituted a community supply system to support students and staff in the event of a disaster. Emergency food, water, first aid and search and rescue supplies are available if needed.

The district-operated parent-supported childcare program and Fun for Fours Program on campus provides reasonably priced, safe, supervised before and after school care.

### School Facility Good Repair Status (Most Recent Year)

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 in which data were collected: 10/19/2020**

| System Inspected   | Repair Status    | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good             |   |
| <b>Electrical:</b><br>Electrical   | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> |   |

## 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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 59           | N/A          | 66             | N/A            | 50          | N/A         |
| Math    | 49           | N/A          | 56             | N/A            | 39          | 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 Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 38           | N/A          | 46             | 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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 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.

**CAASPP Test Results in Science 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 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.

### 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 2020-21)

North Park encourages active parent involvement in the educational decisions and processes of our school. Our active and supportive parent community enhances the overall educational experience for all children. There are many opportunities for parents to become actively involved at North Park. Joining the PTA, assisting a teacher in the classroom, chaperoning a field trip, serving on the School Site Council, volunteering in the office, being a member of the English Learner Advisory Committee (ELAC), attending a Parent Engagement Night, or helping in the library are just a few examples of how parents can participate at North Park. These activities are critical in supporting North Park's on-going programs. While many of these opportunities have been temporarily suspended during the pandemic, we still encourage our families to participate whenever possible through virtual opportunities.

#### 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.

#### School Safety Plan (School Year 2020-2021)

North Park Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. North Park's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

North Park Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

#### Suspensions and Expulsions

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

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.0            | 0.4            | 0.1              | 0.4              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

#### 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 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.0            | 0.1              |               |
| Expulsions  | 0.0            | 0.0              |               |

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.

#### 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.

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

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 1515  |

\*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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 0.4                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | 0.8                                  |
| Social Worker                                       |                                      |
| Nurse   | 0.2                                  |
| Speech/Language/Hearing Specialist                  | 1.8                                  |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 0.2                                  |

\*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.



### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 23                         | 1                               | 5                                |                                | 19                         | 2                               | 3                                | 2                              | 15                         |                                 | 3                                |                                |
| 1           | 25                         |                                 | 3                                |                                | 22                         | 1                               | 4                                |                                | 14                         | 3                               | 2                                |                                |
| 2           | 28                         |                                 | 2                                |                                | 20                         | 1                               | 2                                |                                | 22                         | 4                               |                                  | 1                              |
| 3           | 24                         | 1                               | 4                                |                                | 28                         |                                 | 3                                |                                | 18                         | 2                               | 2                                |                                |
| 4           | 32                         |                                 | 2                                | 1                              | 29                         |                                 | 3                                |                                | 18                         | 2                               | 2                                |                                |
| 5           | 33                         |                                 |                                  | 3                              | 23                         | 2                               | 3                                |                                | 22                         | 2                               | 3                                |                                |
| 6           | 27                         | 1                               | 4                                |                                | 22                         | 2                               | 3                                |                                | 33                         | 1                               | 2                                | 1                              |
| Other**     |                            |                                 |                                  |                                | 7                          | 1                               |                                  |                                |                            |                                 |                                  |                                |

\*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)

| Subject        | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| Mathematics    |                            |                                 |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |
| Social Science |                            |                                 |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |

\*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.

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 2       |

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, programs have been developed statewide and are in use in our district. The Induction program extends individual support and training and supports success in the practice of teaching.

Professional growth activities are planned annually based on current needs and input received from staff. Many workshops on professional effectiveness and classroom skills focus on English Language Arts, Math, and Next Generation Science as aligned with the Common Core State Standards. This year our teachers are participating in professional development activities to learn about social-emotional learning and trauma informed strategies for the classroom. Professional development is offered throughout the year centering on technology and its integration in the classroom. In addition, our teachers participate in professional development activities to refine their practice in regard to feedback, student dialogue, and lesson elements along with other highly effective teaching practices and current research on teaching and the brain.

**FY 2018-19 Teacher and Administrative Salaries**

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$45,476        | \$51,004                                     |
| Mid-Range Teacher Salary      | \$82,385        | \$82,919                                     |
| Highest Teacher Salary        | \$96,997        | \$104,604                                    |
| Average Principal Salary (ES) | \$132,822       | \$131,277                                    |
| Average Principal Salary (MS) |                 | \$136,163                                    |
| Average Principal Salary (HS) |                 | \$128,660                                    |
| Superintendent Salary         | \$205,000       | \$230,860                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 34.0            | 35.0   |
| Administrative Salaries    | 5.0             | 5.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$10,638 | \$2,868    | \$7,770      | \$81,251               |
| District    | N/A      | N/A        | \$7,579      | \$82,592               |
| State       | N/A      | N/A        | \$7,750      | \$84,183               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 2.5          | -1.6                   |
| School Site/ State   | 0.3          | -3.5                   |

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