

School Accountability Report Card Reported Using Data from the 2018–2019 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.



James Brown

Principal, REACH

About Our School

Principal's Comment

The REACH School Director, James D Brown, Ph.D.

Contact

REACH
487 Watertrough Rd.
Sebastopol, CA 95472-4359

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About This School

Contact Information (School Year 2019–2020)

District Contact Information (School Year 2019–2020)	
District Name	Sebastopol Union Elementary
Phone Number	(707) 829-4570
Superintendent	Linda Irving
Email Address	lirving@sebusd.org
Website	www.sebastopolschools.org

School Contact Information (School Year 2019–2020)	
School Name	REACH
Street	487 Watertrough Rd.
City, State, Zip	Sebastopol, Ca, 95472-4359
Phone Number	707-823-8618
Principal	James Brown
Email Address	jbrown@reach-program.com
Website	www.reach-program.com
County-District-School (CDS) Code	49709380120121

Last updated: 7/6/2020

School Description and Mission Statement (School Year 2019–2020)

The REACH School is a creative, liberal arts school that supports the emerging child in becoming a whole person through the integration of strong academics, creative arts, and community involvement in an environment that fosters acceptance of and respect for self and others.

This vision is accomplished through the dedication of skilled teachers, program leadership, and involved families; enriched activities, collaborative relationship with the school administration, and committed support to the REACH Parent Foundation.

The Students as members of the school community:

- Engage in creative and cooperative learning
- Maintain academic skills at or above grade level
- Value responsible behavior and treat all with respect
- Participate in problem-solving
- Contribute effort and interest in all activities
- Complete homework and other obligations
- Embrace community service
- Respond to opportunities for positive role modeling and leadership

The Teachers as members of the school community:

- Focus on the students and provide a creative and cooperative environment
- Support students' artistic, social and intellectual growth
- Maintain a strong academic core (literature, history, philosophy, language, mathematics and science) integrated with creative expression through music, drama, art, and poetry.
- Provide lessons and guidance designed to develop and nurture students' multiple intelligences including students' emotional intelligence

- Follow state standards in academic instruction
- Consider student needs and gifts when creating curriculum
- Create a culture that fosters dignity and integrity, responsibility for actions, and problem-solving skills
- Model a joy of learning as a lifelong process
- Participate in cooperative/interactive relationships with families in the program

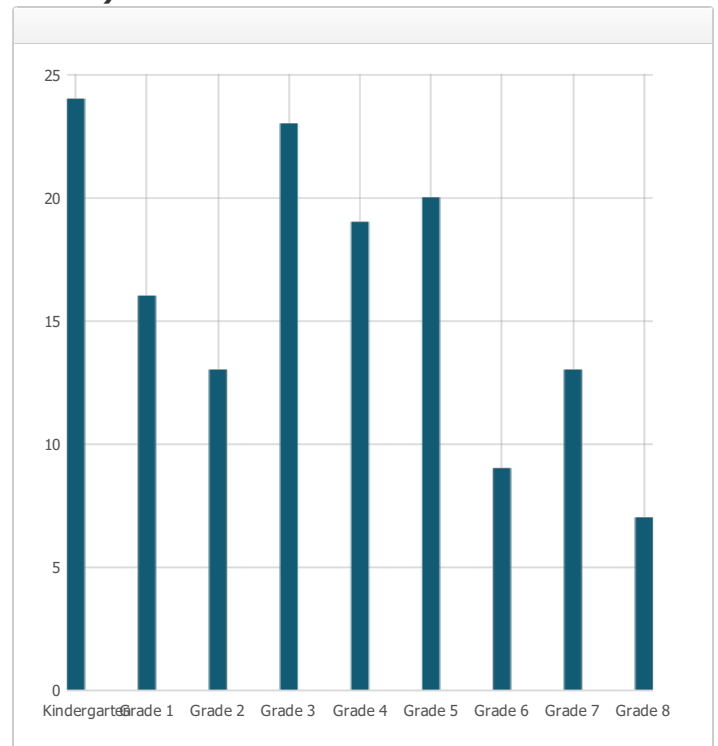
The Parents as members of the school community:

- Support the program with voluntary time, expertise and contributions as much as possible
- Provide a responsible home environment
- Support teachers' high expectations of students
- Support responsible, creative and caring behavior
- Limit and monitor the influence of electronic media (i.e., TV, cell phones, movies, video games)
- Value the need for homework— providing time and place
- Participate voluntarily in parent education and problem-solving opportunities
- Encourage cooperative/interactive relationships with families and teaching staff.

Last updated: 7/6/2020

Student Enrollment by Grade Level (School Year 2018–2019)

Grade Level	Number of Students
Kindergarten	24
Grade 1	16
Grade 2	13
Grade 3	23
Grade 4	19
Grade 5	20
Grade 6	9
Grade 7	13
Grade 8	7
Total Enrollment	144



Last updated: 7/6/2020

Student Enrollment by Student Group (School Year 2018–2019)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.70 %
Asian	0.70 %
Filipino	%
Hispanic or Latino	11.80 %
Native Hawaiian or Pacific Islander	%
White	76.40 %
Two or More Races	9.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.10 %
English Learners	1.40 %
Students with Disabilities	11.10 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

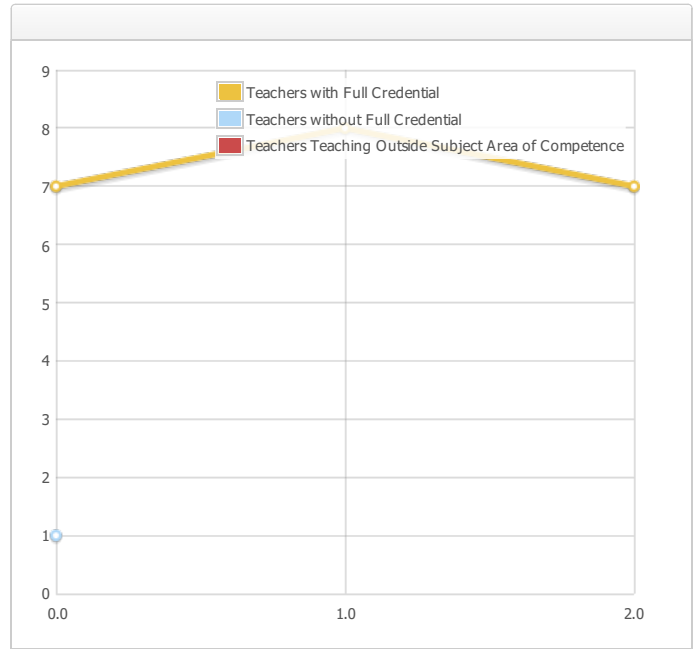
State Priority: Basic

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

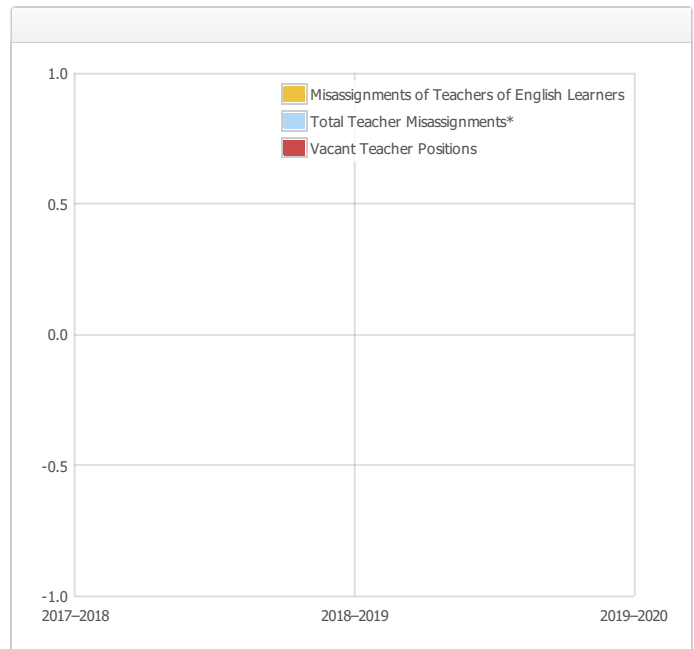
Teachers	School 2017–2018	School 2018–2019	School 2019–2020	District 2019–2020
With Full Credential	7	8	7	7
Without Full Credential	1			
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 7/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–2018	2018–2019	2019–2020
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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.

Last updated: 7/6/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–2020)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading and language arts materials come from a variety of sources and vary by grade level. The school's reading program is literature based. Literature is chosen to support each project theme. The school holds over 40 classroom sets of fiction and non-fiction titles and adds to its collection each year based on Project themes chosen by teachers.</p> <p>The school initiated a representative committee of teachers in the 2018-19 school year to assess ELA curriculum and make recommendations for adoption of reading and writing programs in grades K-3 for the following school year. The school adopted Collaborative Classroom reading and writing for the Tk-1 grades as well as an intervention curriculum and implemented in 2019-2020. Further grade levels will be implemented in proceeding years.</p> <p>The school is currently maintains access to class laptop sets shared among grades 3rd-8th. Computers are used for a variety of curriculum that included keyboarding, writing, reading, and research. Structured skills based writing curriculum is implemented using a variety of text materials like Six Traits Writing and other teacher driven materials as appropriate for each Project cycle.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>		0.00 %
Mathematics	<p>The school currently uses Eureka Math program as it's primary instructional tools for math grades K-8th. Each year student workbooks are purchased. All classrooms have the full manipulatives kits that correlates with the appropriate grade level. In the 2019-2020 school year, a representative committee of teachers reassessed the math curriculum and made recommendations for adoption of the SFUSD curriculum as more suitable. The school will implement recommendations in the 2020-2021 school year.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>		0.00 %
Science	<p>Science curriculum is designed and implemented by classroom teachers using the school's designated curriculum (PBL) design templates. Teachers use the NGSS standards as they plan science lessons, labs, and activities that correlate with each Project theme. Science kits and supplies are purchased for each class as needed. The school also has a science curriculum and lab supply storage area that all classroom teachers can access as needed.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>		0.00 %
History-Social Science	<p>ocial studies curriculum is designed and implemented by classroom teachers using the school's designated curriculum (PBL) design templates. Teachers use the states social science standards as well as a historical literature and source documents approach as they plan social studies lessons, activities and living history projects that correlate with each Project theme. Social studies kits and supplies are purchased for each class as needed. Computers are used extensively for research in grades 3rd-8th.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>		0.00 %
Foreign Language			0.00 %
Health	<p>The Reach School contracts with The Forestville Teen Center to provide curriculum and instruction on health education for grades 4th-8th. This curriculum was researched and approved by the Social/Emotional curriculum committee comprised of parents, board members, teachers and administration.</p>		0.00 %
Visual and Performing Arts	<p>Students grades Tk-8th receive weekly instruction in the expressive arts. Instructional supplies are purchased at the beginning of each semester. Expressive arts lessons and materials are also integrated within all other subject matter and project themes.</p>		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 7/6/2020

School Facility Conditions and Planned Improvements

The REACH School leases its own rural school site/campus and is in its third year of occupancy after taking possession in the 2016-2017 school year. The school's campus is beautifully wooded with ample outdoor spaces to supplement learning experiences for our students. The campus has approximately 8 classrooms, a library, aftercare room, and an administrative office distributed between 6 buildings many of which were originally built in the 1980's.

The school's staff and families have invested a considerable amount of time and energy in their efforts to ensure the safety, cleanliness, maintenance, and modernization of the school's new campus. The School contracts with a maintenance company which manages the daily cleanliness of individual classrooms, bathrooms, and administrative offices. The school also employs a .5 FTE maintenance staff whose work focuses on grounds keeping and landscape maintenance.

The school's campus is beautiful and a perfect fit for the school's academic and social learning program. Parts of the school were vacant for long periods of time and have not been yet been utilized by the school until they have been revitalized. The Board and community has previously developed a long range site improvement plan that meets the educational and play needs of our students, and has completed various phases including a new play structure, track, and grass field in the back field during the Summer of 2018.

Last updated: 7/6/2020

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The lower campus bathrooms are in need of frequent refreshing of paint and patching of the floor surface area.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Additional exterior light in the lower campus lot is needed for aftercare pick up during Winter months. The Central Room lacks good internet WiFi coverage and a hardline cable to extend WiFi to that area.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Periodic patching of older roof material during rainy seasons is often required.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 7/6/2020

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 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	49.0	54.0%	59.0	50.0%	50.0
Mathematics (grades 3-8 and 11)	26.0%	34.0	38.0%	47.0	38.0%	39.0

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.

Last updated: 7/6/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	77	89.53%	10.47%	48.68%
Male	46	39	84.78%	15.22%	35.90%
Female	40	38	95.00%	5.00%	62.16%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	69	62	89.86%	10.14%	47.54%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	36	31	86.11%	13.89%	38.71%
English Learners	--	--	--	--	
Students with Disabilities	15	11	73.33%	26.67%	9.09%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 7/6/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	77	89.53%	10.47%	33.77%
Male	46	40	86.96%	13.04%	30.00%
Female	40	37	92.50%	7.50%	37.84%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	69	61	88.41%	11.59%	32.79%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	36	31	86.11%	13.89%	25.81%
English Learners	--	--	--	--	
Students with Disabilities	15	11	73.33%	26.67%	18.18%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 7/6/2020

**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 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 7/6/2020

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 2018–2019)

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	17.60%	23.50%	41.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 7/6/2020

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 2019–2020)

Parent involvement is described at length in the school's charter petition.

Parental Involvement

1. REACH requests that each parent contribute five hours per student of volunteer time monthly. Many parents contribute hours in service of school maintenance and organization needs, classroom activities and support, and fund-raising events.

2. Communication with Parents - The school provides the following so that parents can stay informed and participate in the events and activities:

- An online communication platform for each class so that parents can log in and check homework and communicate with their child's teachers. A fully functional website (www.reach-program.com)
- Bi-annual Parent/Teacher conference days
- A school-wide parent communication system (ParentSquare) that is used for a variety of school related communications, including urgent communications, and can reach families through their choice of text message, email, or a smartphone application.

3. Accountability and School Improvement Planning - The administration and board of directors regularly seeks parental involvement in a variety of school improvement planning events. They include:

- A facilities committee that works with the parents, architects, contractors and maintenance staff in planning and implementing campus improvements
- The LCAP planning and execution processes involve parental input and feedback opportunities
- Parents sponsor and execute a variety of fundraising activities each year and contribute a voice in terms of how fundraising dollars are spent

State Priority: Pupil Engagement

Last updated: 7/6/2020

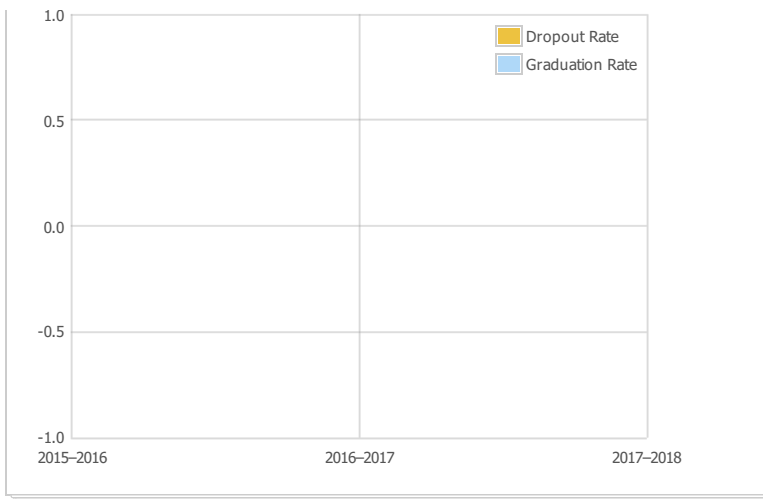
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–2016	School 2016–2017	School 2017–2018	District 2015–2016	District 2016–2017	District 2017–2018	State 2015–2016	State 2016–2017	State 2017–2018
Dropout Rate	--	--	--	--	--	--	9.70%	9.10%	9.60%
Graduation Rate	--	--	--	--	--	--	83.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 7/6/2020

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

Rate	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Suspensions	1.00%	2.20%	7.80%	2.20%	1.30%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 7/6/2020

School Safety Plan (School Year 2019–2020)

The REACH School administration has developed an emergency operations plan based on SEMS federal guidelines. The plan includes a number of evacuation and re-entry plans for things like fires, intruders on campus, shelter in place, and a number of other safety related issues. Binders that contain these plans are kept in every classroom along with attendance rosters, and emergency student release forms. The school has a phone system that allows staff and administrators to communicate directly and individually during an event, as well as a number of hand held radios for communication on campus outside of buildings. All staff are trained and practice protocols for these events each year prior to the beginning of the school year. The school holds emergency evacuation drills once per month.

Last updated: 7/6/2020

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 (2016–2017)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	3		
1				
2				
3	24.00		3	
4				
5	22.00		3	
6	15.00	2		
Other**				

* 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 (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	6		
1	11.00	1		
2	16.00	1		
3	15.00	1		
4				
5	24.00		1	
6	7.00	3		
Other**				

* 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	17.00	2		
1				
2	12.00	1		
3	22.00		1	
4	19.00	1		
5	18.00	1		
6				
Other**	15.00	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.

Last updated: 7/6/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–2017)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	2		
Mathematics	6.00	3		
Science	10.00	2		
Social Science	10.00	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.

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	8.00	3		
Mathematics	6.00	4		
Science	12.00	2		
Social Science	12.00	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.

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	16.00	1		
Mathematics	16.00	1		
Science	16.00	1		
Social Science	16.00	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.

Last updated: 7/6/2020

Ratio of Pupils to Academic Counselor (School Year 2018–2019)

Title	Ratio**
Counselor*	0.08

*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 Number of Pupils per Counselor

Last updated: 7/6/2020

Student Support Services Staff (School Year 2018–2019)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.08
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.09
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.28
Resource Specialist (non-teaching)	1.35
Other	0.09

*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.

Last updated: 7/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–2018)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13374.00	--	--	\$50810.00
District	N/A	N/A	--	\$70345.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

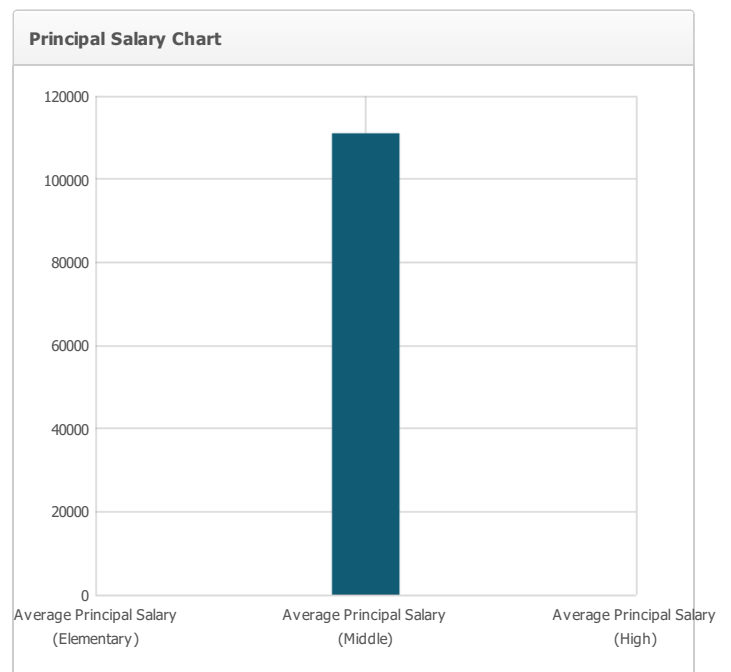
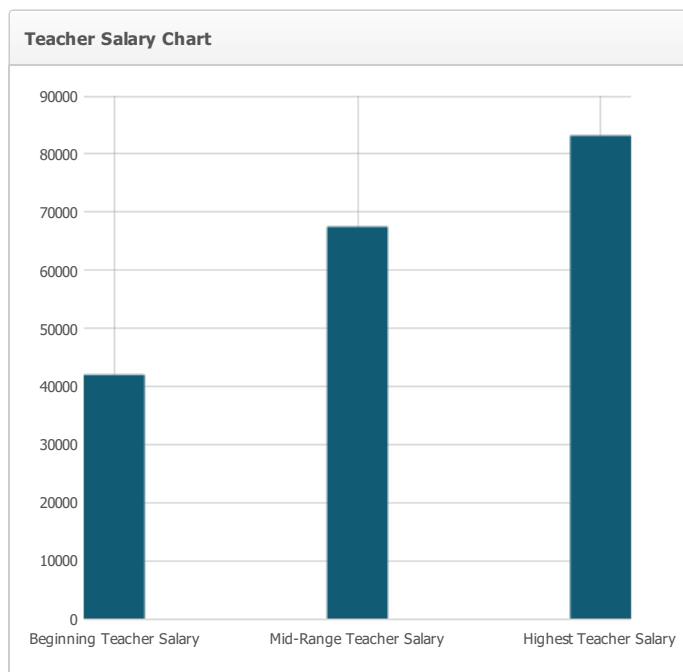
Note: Cells with N/A values do not require data.

Last updated: 7/6/2020

Teacher and Administrative Salaries (Fiscal Year 2017–2018)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,995	\$45,252
Mid-Range Teacher Salary	\$67,490	\$65,210
Highest Teacher Salary	\$83,181	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$111,041	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$134,800	\$124,686
Percent of Budget for Teacher Salaries	31.00%	31.00%
Percent of Budget for Administrative Salaries	5.00%	7.00%

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



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Professional Development

Measure	2017–2018	2018–2019	2019–2020
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	10