Santa Clarita Valley International

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	28060 Hasley Canyon Rd., Ste. 200 Castaic, CA , 91384-4577	**Principal:**	Chad Powell & Martha Spansel, School Directors
Phone:	(661) 705-4820	**Grade Span:**	K-12

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/fg/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.

About This School

Chad Powell & Martha Spansel, School Directors

Principal, Santa Clarita Valley International

About Our School

Welcome to Santa Clarita Valley International!

Santa Clarita Valley International (SCVi) is a tuition-free, public charter that educates learners in grades TK-12. Our school offers a learner-centered approach to education that focuses on project-based learning and social-emotional learning principles that adhere to the Common Core Standards. We offer a dual immersion program and Santa Clarita Valley's only International Baccalaureate program. Additionally, SCVi provides a rigorous arts and theater curriculum, hands-on aerospace opportunities, CIF athletic participation opportunities, CTE, and NCAA-approved coursework.

SCVi's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include: academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self control, social intelligence, and zest. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Through thoughtfully-designed learning environments, it is our goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths and love of learning.

Martha Spansel-Pellico and Chad Powell, Directors

Contact

Santa Clarita Valley International
28060 Hasley Canyon Rd., Ste. 200
Castaic, CA 91384-4577

Phone: (661) 705-4820
Email: office@scvi-k12.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	William S. Hart Union High
Phone Number	(661) 259-0033
Superintendent	Kuhlman, Mike
Email Address	mkuhlman@hartdistrict.org
Website	www.hartdistrict.org

School Contact Information (School Year 2021—2022)

School Name	Santa Clarita Valley International
Street	28060 Hasley Canyon Rd., Ste. 200
City, State, Zip	Castaic, CA , 91384-4577
Phone Number	(661) 705-4820
Principal	Chad Powell & Martha Spansel, School Directors
Email Address	office@scvi-k12.org
Website	https://ileadsantaclarita.org/
County-District-School (CDS) Code	19651360117234

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

Santa Clarita Valley International (SCVi) prioritizes a positive, supportive, and inviting environment where our learners can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

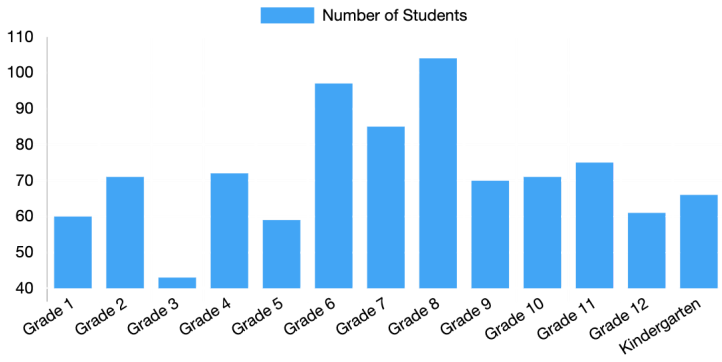
The mission of SCVi is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for students in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.

The vision of SCVi is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	60
Grade 2	71
Grade 3	43
Grade 4	72
Grade 5	59
Grade 6	97
Grade 7	85
Grade 8	104
Grade 9	70
Grade 10	71
Grade 11	75
Grade 12	61
Kindergarten	66
Total Enrollment	934



Last updated: 1/25/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	43.10%
Male	56.70%
Non-Binary	0.10%
American Indian or Alaska Native	1.20%
Asian	2.10%
Black or African American	4.10%
Filipino	1.50%
Hispanic or Latino	33.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.40%
White	47.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.70%
Foster Youth	0.70%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disavantaged	26.40%
Students with Disabilities	19.00%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

School Facility Conditions and Planned Improvements

Santa Clarita Valley International takes great efforts to ensure that its facilities are clean, safe, and functional. To assist in this effort, Santa Clarita Valley International uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in January 2022. The school's systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems were rated as good.

Last updated: 2/1/22

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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	Water leak damage on fire system repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	Minor leak repaired.
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Exterior fencing repaired and repainted.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

Last updated: 1/28/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	504	459	91	9	58
Female	210	193	92	8	62
Male	293	265	90	10	54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	17	81	19	53
Filipino	--	--	--	--	--
Hispanic or Latino	176	163	93	7	44
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	43	40	93	7	73
White	227	207	91	9	64
English Learners	20	19	95	5	11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	138	122	91	9	43
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	107	99	93	7	39

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): MAP NWEA Growth Mathematics
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	504	471	93	7	33
Female	210	201	96	4	33
Male	293	269	92	8	33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	17	81	19	12
Filipino	--	--	--	--	--
Hispanic or Latino	176	168	95	5	23
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	43	42	98	2	43
White	227	211	93	7	37
English Learners	20	20	100	0	10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	138	126	91	9	17
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	107	99	93	7	13

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Santa Clarita Valley International (SCVi) offered Production and Managerial Arts as a CTE program in which high schoolers could participate during 2020-21 school year. The program sequence as conducted by the school was as follows:

CTE Program: Production and Managerial Arts

Introduction: Intro to Arts Media and Entertainment

Concentrator: Literacy and Language Development

Capstone: Capstone and Internship

The CTE advisory committee is in development.

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.65%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	61.19%

Last updated: 1/25/22

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

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 2021-2022)

At Santa Clarita Valley International School (SCVi), parents/guardians serve many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. As families enroll, it is important they understand the components of the program model. SCVi makes accommodations to meet the unique schedules of parents/guardians to ensure every opportunity for them to attend an orientation meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

Parents/guardians are regularly informed about school events, volunteering opportunities, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families, as well as through Parent Square, a digital newsletter for families. Facilitators also communicate with their families on a regular basis through various forms of communication (emails, phone calls, etc.). SCVi offers a parent group organization called iSUPPORT which meets monthly to keep families connected and informed.

Parents/guardians are strongly encouraged to volunteer at SCVi. Completion of volunteer hours, however, is not a prerequisite for enrollment at SCVi. The school director maintains a comprehensive list of volunteer opportunities including, but not limited to: volunteering in the classroom/school (including at-home assistance), tutoring, attending parent teacher conferences, attendance at board meetings or any applicable parent group functions, fundraising events, and/or assistance with schoolwide programs, events and activities.

For more information on how to be involved, please email office@scvi-k12.org.

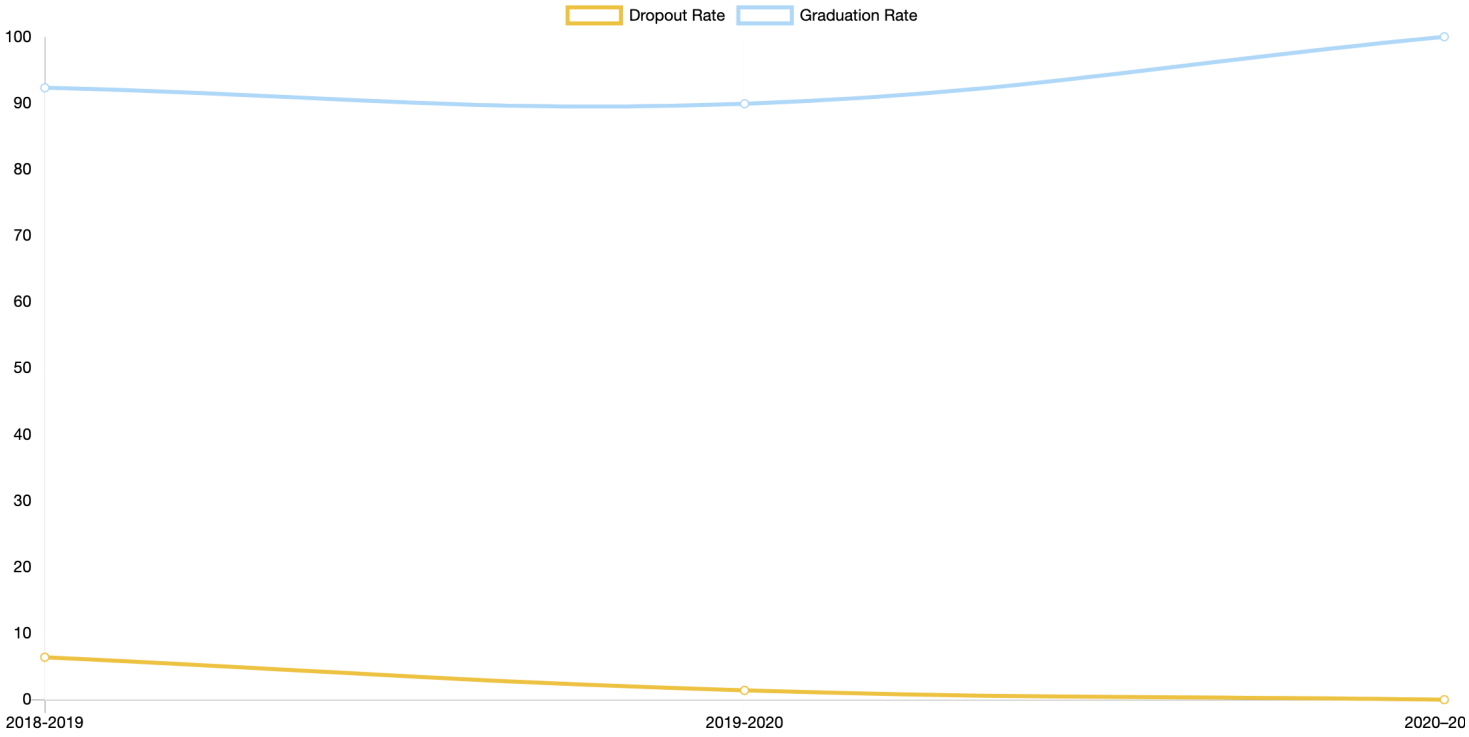
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	6.40%	1.40%	0.00%	5.40%	3.40%	3.20%	9.00%	8.90%	9.40%
Graduation Rate	92.30%	89.90%	100.00%	87.50%	88.70%	89.00%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	59	100.0
Female	24	24	100.0
Male	35	35	100.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	--	--	100.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	28	28	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	12	12	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	16	16	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	996	976	94	9.6
Female	426	417	33	7.9
Male	567	556	61	11.0
American Indian or Alaska Native	23	23	0	11.0
Asian	11	11	7	63.6
Black or African American	43	42	2	4.8
Filipino	14	14	0	0.0
Hispanic or Latino	330	325	36	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	84	83	8	9.6
White	465	452	39	8.6
English Learners	48	47	8	17.0
Foster Youth	8	8	4	50.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	288	282	48	17.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	203	201	23	11.4

Last updated:

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 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.94%	0.00%	1.75%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.08%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.96%	1.45%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

It is the vision of Santa Clarita Valley International (SCVi) to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so that learning is the central focus. A comprehensive Emergency Operations Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgably in the case of an incident or emergency. The plan identifies the roles of staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during and after an incident. The safety plan includes general policies and procedures for handling safety and specific emergency situations including earthquakes, fire and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with assurance that Santa Clarita Valley International has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. The Emergency Operations Plan:

1. Protects the safety and welfare of learners and staff.

2. Provides for a safe and coordinated response to emergency situations.

3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.

4. Provides for coordination between the school and local emergency services when necessary.

The Emergency Operations Plan was last reviewed and updated in January 2022 and is stored in the office at Santa Clarita Valley International.

Additionally, the school actively maintains and monitors its COVID-19 reopening protocols for K-12 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. SCVi updated its COVID-19 Safety Plan and COVID-19 Prevention Program in August 2021. This policy applies to all SCVi employees and contains general prevention best practices, as well as SCVi policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for K-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, scvi-k12.org.

Last updated: 2/1/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	23.00	3	8	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	13.00	2	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	25.00	12	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	18.00	2	0	0
1	22.00	1	1	0
2	0.00	0	0	0
3	0.00	0	0	0
4	15.00	4	0	0
5	13.00	4	0	0
6	0.00	0	0	0
Other**	24.00	2	5	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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	4	8	1
Math	17.00	7	9	1
Science	16.00	7	5	1
Social Science	12.00	9	7	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	Number of Classes *23-32	Number of Classes 33+
English	16.00	7	3	3
Math	16.00	7	3	3
Science	16.00	4	2	2
Social Science	17.00	7	1	3

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	9.00	8	4	5
Math	9.00	9	1	4
Science	9.00	10	2	4
Social Science	9.00	10	3	3

Last updated: 1/26/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	186.8

Last updated: 1/25/22

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	4.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	0.00
Other	6.00

Last updated: 1/25/22

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11111.40	$1160.45	$9950.95	$61663.20
District	N/A	N/A	--	$80976.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$8443.83	$92222.00
Percent Difference – School Site and State	N/A	N/A	16.39%	-39.72%

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

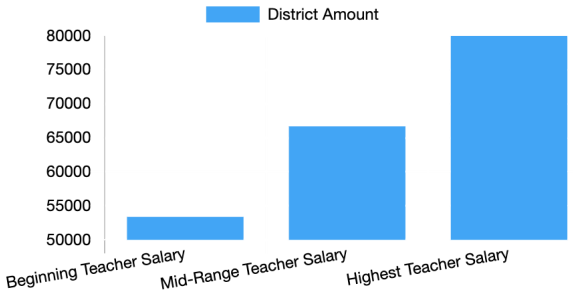
Local Control Funding Formula (LCFF) base and supplemental funds are utiilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the intervention or enrichment support and services that are needed to help them become proficient in academic and social-emotional learning. The LCAP also details the actions associated with meeting the specific needs of English learners, foster and homeless youth, and low income learners. State and federal categorical funding is used to support learners in special education with IEP needs and goals. Title I, II and IV funding and one-time ESSER II and III funding are utilized to complement and add additional services to support at-promise learners, interventions, and to prevent, prepare and/or respond to COVID-19 needs. Additional one time Extended Learning Opportunity (ELO) grant and In-Person Instruction (IPI) funds were received to mitigate learning loss.

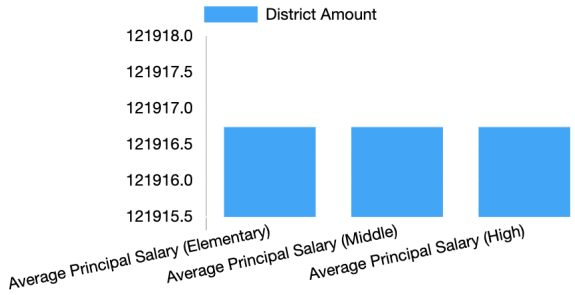
Last updated: 1/27/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53386.74	$54687.00
Mid-Range Teacher Salary	$66693.27	$92222.00
Highest Teacher Salary	$80000.00	$114208.00
Average Principal Salary (Elementary)	$121916.74	$143647.00
Average Principal Salary (Middle)	$121916.74	$145785.00
Average Principal Salary (High)	$121916.74	--
Superintendent Salary	$121916.74	$258950.00
Percent of Budget for Teacher Salaries	24.12%	32.00%
Percent of Budget for Administrative Salaries	3.91%	5.00%

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





Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9