Dean L. Shively Middle School

Address: 1431 N. Central Ave., South El Monte, CA 91733   **Phone:** (626) 580-0610

Principal: Sirce Daniela Perez   **Grade Span:** 5-8

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.

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.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information (School Year 2022–2023)

Entity	Contact Information
District Name	Valle Lindo Elementary
Phone Number	(626) 580-0610
Superintendent	Elizabeth Evans
Email Address	eevans@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us

School Contact Information (School Year 2022–2023)

Entity	Contact Information
School Name	Dean L. Shively Middle
Street	1431 N. Central Ave.
City, State, Zip	South El Monte, CA 91733-3388
Phone Number	(626) 580-0610
Principal	Sirce Daniela Perez
Email Address	dperez@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us
County-District-School (CDS) Code	19-65078-6023345

School Description and Mission Statement (School Year 2022–2023)

Dean L. Shively Middle School fosters a learning environment that creates well-rounded, educated students with strong self-esteem, optimism, adaptability, and leadership skills. We believe that together we can develop our students to meet the needs of our ever-changing society. Our teachers and staff create a rigorous and dynamic learning community meeting both the academic and social-emotional needs of students. STEAM integration and college readiness are embedded into all curriculum courses. In addition to our academics, character education is a focus of our school. Students are taught to engage in collaborative and thoughtful ways both in and out of the classroom setting.

Student Enrollment by Grade Level (School Year 2021–2022)

Grade Level	Number of Students
Grade 5	113
Grade 6	101
Grade 7	117
Grade 8	132
Total Enrollment	463

Student Enrollment by Student Group (School Year 2021–2022)

Student Group	Percent of Total Enrollment
Female	46.40%
Male	53.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.13%
Black or African American	0.43%
Filipino	0.43%
Hispanic or Latino	90.59%
Native Hawaiian or Pacific Islander	0.00%
White	0.22%
Two or More Races	0.00%
Socioeconomically Disadvantaged	77.80%
English Learners	12.50%
Students with Disabilities	12.50%
Foster Youth	0.60%
Homeless	0.20%

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 2020–21)

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)	18.90	90.05	42.40	94.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.76	1.00	2.22	12115.80	4.41
Unknown	1.00	5.14	1.50	3.51	18854.30	6.86
Total Teaching Positions	21.00	100.00	45.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

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 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	--
Misassignments	0.00	--
Vacant Positions	0.00	--
Total Teachers Without Credentials and Misassignments	0.00	--

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	--
Local Assignment Options	1.00	--
Total Out-of-Field Teachers	1.00	--

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	--
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	--

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–2023)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Y	0%
Mathematics	2015	Y	0%
Science	2009	Y	0%
History-Social Science	2007	Y	0%

School Facility Conditions and Planned Improvements

From exterior landscaping to interior learning spaces, the school facilities are fresh, clean, innovative and fully functional. Green spaces abound, and flowering plants flourish. Classrooms, restrooms, and common areas are clean and well-maintained. Shively Middle School provides a safe and healthy physical environment for its students and staff. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: *January 2023*

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Yes			
Interior: Interior Surfaces		Yes		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Yes			
Electrical: Electrical		Yes		
Restrooms/Fountains: Restrooms, Sinks, Fountains	Yes			
Safety: Fire Safety, Hazardous Materials	Yes			
Structural: Structural Damage, Roofs	Yes			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Yes			

Overall Rating

Exemplary	Good	Fair	Poor
	Yes		

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).

  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).

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8)	N/A	51%	N/A	50%	N/A	47%
Mathematics (grades 3-8)	N/A	27%	N/A	31%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Five through Eight (School Year 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	451	98.69	1.31	50.78
Female	213	209	98.12	1.88	55.50
Male	244	242	99.18	0.82	46.69
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	82.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	416	410	98.56	1.44	48.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	58	57	98.28	1.72	15.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	364	98.38	1.62	48.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	5.77

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.

CAASPP Test Results in Mathematics by Student Group
Grades Five through Eight (School Year 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	448	98.03	1.97	27.23
Female	213	207	97.18	2.82	24.15
Male	244	241	98.77	1.23	29.88
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	416	407	97.84	2.16	23.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	58	57	98.28	1.72	14.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	362	97.84	2.16	24.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	1.92

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.

CAASPP Test Results in Science for All Students
Grades Five and Eight,
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5 and 8)	N/A	24.79	N/T	24.79	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

CAASPP Test Results in Science by Student Group
Grades Five and Eight (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	234	97.50	2.50	24.79
Female	117	113	96.58	3.42	24.78
Male	123	121	98.37	1.63	24.79
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	62.50
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	216	210	97.22	2.78	20.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	31	30	96.77	3.23	10.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	189	96.92	3.08	20.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	3.57

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.

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	97%	99%	98%	99%
7	97%	98%	99%	97%	99%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

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 2022–2023)
Parent involvement is a critical component of student academic achievement and school success. Our goal is to establish a partnership between the home and school to support learning for all students. Parents are encouraged to participate in the following ways:

Ensure communication between home and school is two-way and meaningful
   (home-school compact)
Participate in Parent Workshops
   (parenting skills, student mental wellness, digital literacy, curriculum enrichment)
Serve as a Parent Volunteer
   (career resource or guest speaker, club volunteer, event volunteer, extracurricular

activities, PTO sponsored workshops)
Participate on School Decision-Making Committees
(School Site Council, LCAP Parent Advisory, English Learner Committee)

Contact (626) 580-0610 ext. 113 for upcoming parent involvement opportunities or visit the Parent Resources section of the district website.

State Priority: Pupil Engagement

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

- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2021–2022)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	475	162	34.1
Female	223	220	73	33.2
Male	256	255	89	34.9
American Indian or Alaska Native	0	0	0	0
Asian	36	36	1	2.8
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	437	433	160	37.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	61	61	18	29.5
Foster Youth	5	5	2	40.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	392	389	131	33.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	60	25	41.7

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 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	0.90%	0.54%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions
(Data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.67%	0.00%	0.93%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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 by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0.00
Female	1.79	0.00
Male	1.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	2.78	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.67	0.00

School Safety Plan (School Year 2022–2023)

The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually by the School Safety/Parent Advisory Committee and approved by the Board of Education. Members of the Safety Committee include law enforcement. The Plan encompasses: (1) an assessment of the current status of school crime and climate; and (2) strategies, policies, and programs that provide/maintain a high level of school safety, including child abuse reporting, disaster response, suspension/expulsion, dress code, bullying, discrimination, and harassment. A copy of the CSSP is available on the school website and in the school office.

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 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	23.00	1	4	0
6	26.00	0	5	0
Other**	3.00	1	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+
5	22.00	1	3	0
6	22.00	1	4	0
Other**	18.00	1	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 2021–2022)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	20.00	3	2	0
6	23.00	0	4	0
Other**	7.00	3	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 (Grades 7 & 8) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	10	0
Mathematics	23.00	6	7	0
Science	21.00	4	10	0
Social Science	21.00	4	10	0

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

Average Class Size and Class Size Distribution (Grades 7 & 8) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	9	17	0
Mathematics	21.00	9	5	0
Science	21.00	7	7	0
Social Science	21.00	5	9	0

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

Average Class Size and Class Size Distribution (Grades 7 & 8) (School Year 2021–2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	22	4	0
Mathematics	19.00	11	2	0
Science	17.00	12	2	0
Social Science	17.00	12	2	0

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

Ratio of Pupils to Academic Counselor (School Year 2021–2022)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2021–2022)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	1.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	0.00
SLPA	0.75

*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 2020–2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,872	$3,338	$8,534	$102,796
District	N/A	N/A	$8,534	$107,242
Percent Difference – School Site and District	N/A	N/A	0%	4.15%
State	N/A	N/A	$6594	$84,612
Percent Difference – School Site and State	N/A	N/A	22.73%	17.69%

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

Types of Services Funded (Fiscal Year 2021–2022)
All students are utilizing i-Ready for reading and mathematics, and Zingy Learning for science. These web-based programs provide targeted instruction, individualized support and assessments correlating to the SBA. Each of these programs will continue to be funded during the next school year (2021-22). Extended day tutorials are available to all students and provided by classroom teachers and paraprofessionals.

Teacher and Administrative Salaries (Fiscal Year 2020–2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61,187	$51,450
Mid-Range Teacher Salary	$90,273	$80,263
Highest Teacher Salary	$119,359	$101,012
Average Principal Salary (Elementary)	$137,457	$128,082
Average Principal Salary (Middle)	$146,091	$132,453
Superintendent Salary	$208,709	$197,968
Percent of Budget for Teacher Salaries	41.98%	34.32%
Percent of Budget for Administrative Salaries	8.14%	5.94%

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

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10