

Sierra Vista K-8

School Accountability Report Card Reported Using Data from the 2018—19 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).

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.



Catherine Bozzini, Principal

Principal, Sierra Vista K-8

About Our School

Sierra Vista K-8 School is a school where students, teachers, staff, administration and parents focus on meeting the goals of our school's mission statement. We believe it is important to build student leadership capacity and respectful citizenship through grade level service learning projects. Students are challenged to think critically by being given a rigorous curriculum. Advancement Via Individual Determination (AVID) skills are embedded in the K-8 daily curriculum to prepare all students for high school, college and career. We believe in shared leadership, the importance of collaboration and building strong relationships with all our students. Sierra Vista K-8 is extremely proud of the success and bright futures of our students.

Contact

Sierra Vista K-8
301 Bel Air Dr.
Vacaville, CA 95687-6343

Phone: 707-453-6260
Email: cbozzini@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Sierra Vista K-8
Street	301 Bel Air Dr.
City, State, Zip	Vacaville, Ca, 95687-6343
Phone Number	707-453-6260
Principal	Catherine Bozzini, Principal
Email Address	cbozzini@vacavilleusd.org
Website	http://sierravista.schoolloop.com/
County-District-School (CDS) Code	48705730133553

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Sierra Vista reopened in August 2016 as a K-8 school. The original K-6 elementary school campus closed in 2011 due to budget cuts. The Vacaville Unified School District voted in 2015 to reopen the campus as a K-8 school to give more options to parents of middle school students.

Sierra Vista is the only K-8 school in the Vacaville Unified School District. It is a small school. There are only two classes per grade level in kindergarten through sixth. In seventh and eighth grade, we have the capacity to enroll approximately 250 students. At full capacity, there will be 640 students in kindergarten through 8th grade.

The school campus operates as two schools on one campus. The kindergarten through fifth grade follow the district's elementary trimester calendar while the sixth through eighth grade follow the district's secondary quarterly calendar. Sixth through eighth grade students have a seven period day. Every student has a math, English, history, science, elective, physical education and homeroom class each day.

Sierra Vista is a school-wide AVID school. The acronym AVID stands for Advancement via Individual Determination. AVID strategies are embedded into the daily instruction of all classrooms, across entire grade levels, to impact school wide structures. The focus essentials to ensure that all students are poised for academic success are instruction, culture, leadership and systems. The goal is to prepare every student to have the option to attend college and pursue higher education.

The staff at Sierra Vista strives to meet the goal of our mission statement each day. To provide a rigorous curriculum to challenge our students academically and develop leadership skills in our students through service learning projects in order to prepare students to be college and career ready.

Sierra Vista K-8 is an awesome school due to the outstanding staff and community. If you visit our school, you will feel the positive culture immediately from staff and students.

MISSION STATEMENT: Sierra Vista K-8 School's mission is to prepare all students to be respectful leaders by providing service to their community. All students are immersed in a rigorous curriculum in order to be college and career ready in a global society.

VISION STATEMENT: We believe that the most promising strategy for achieving the mission of Sierra Vista K-8 School is to develop our capacity to function as a Professional Learning Community. We envision a school in which:

- Standards-based curriculum and student-centered instruction are planned and delivered based on results of data.
- Staff participates in ongoing research based professional development.
- Students are actively engaged in meeting and exceeding grade level standards.
- All students show continuous growth and improvement.
- Response to Intervention is provided for students within in the school day.
- Academic achievement and growth are celebrated.
- Teachers participate in collaboration and team teaching in grades 5-8.
- All parents, students, staff, and community members demonstrate respect toward one another to support student learning and ensure their success.

- We are a model school-wide AVID school and recognized as a School to Watch.

COLLECTIVE COMMITMENTS: In order to achieve the vision of a school that functions as a Professional Learning Community, Sierra Vista K-8 staff make the following commitments to:

- Collect data to drive instruction and interventions for increased student achievement.
- Coordinate curriculum pacing and common formative assessments within grade levels.
- Implement school-wide AVID strategies.
- Assess to monitor student growth and mastery of grade level standards.
- Implement effective intervention strategies to meet the individual needs of at-risk students.
- Work collaboratively with our grade level team to teach all students and provide necessary interventions.
- Collaborate with students, parents, and staff to maximize student learning.
- Continue to participate in research-based professional development.

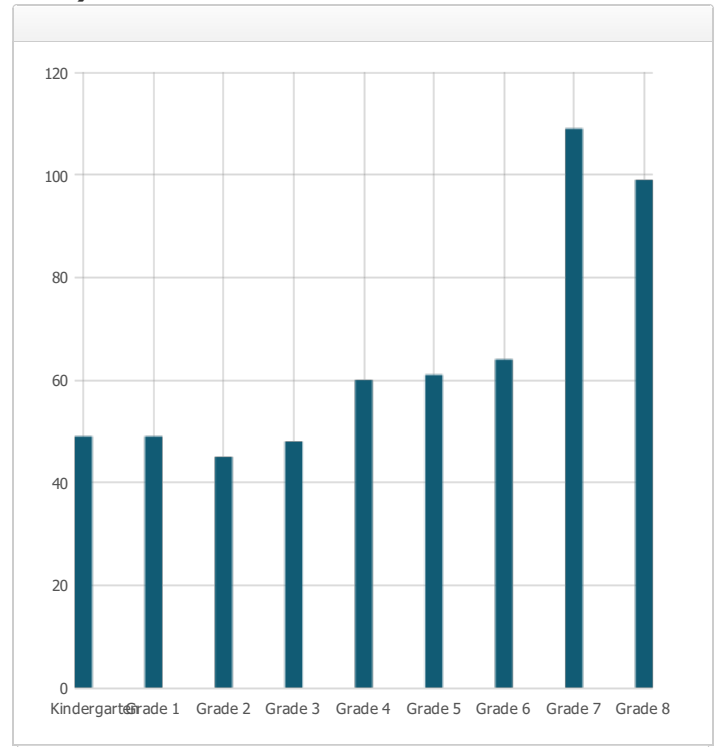
GOALS:

1. To improve student performance in English Language Arts, Math and Writing in each grade level as measured by performance on district, state and national assessments.
2. To improve student performance in Social Science and Science in each grade level as measured by performance on local and state assessments.
3. To improve student performance in physical education in each grade level as measured by performance on annual state physical fitness testing.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	49
Grade 1	49
Grade 2	45
Grade 3	48
Grade 4	60
Grade 5	61
Grade 6	64
Grade 7	109
Grade 8	99
Total Enrollment	584



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	7.20 %
American Indian or Alaska Native	0.50 %
Asian	1.90 %
Filipino	1.20 %
Hispanic or Latino	27.20 %
Native Hawaiian or Pacific Islander	0.70 %
White	47.90 %
Two or More Races	13.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.30 %
English Learners	3.90 %
Students with Disabilities	11.10 %
Foster Youth	0.30 %
Homeless	0.20 %

A. Conditions of Learning

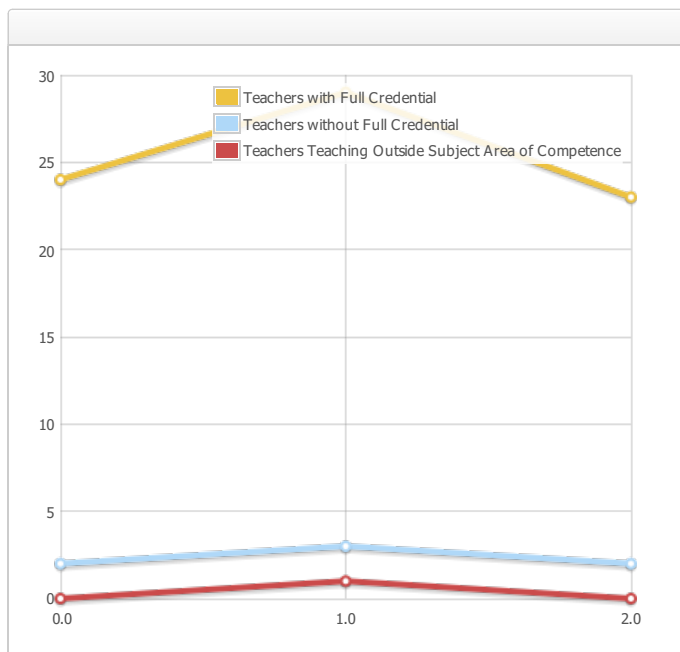
State Priority: Basic

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 Credentials

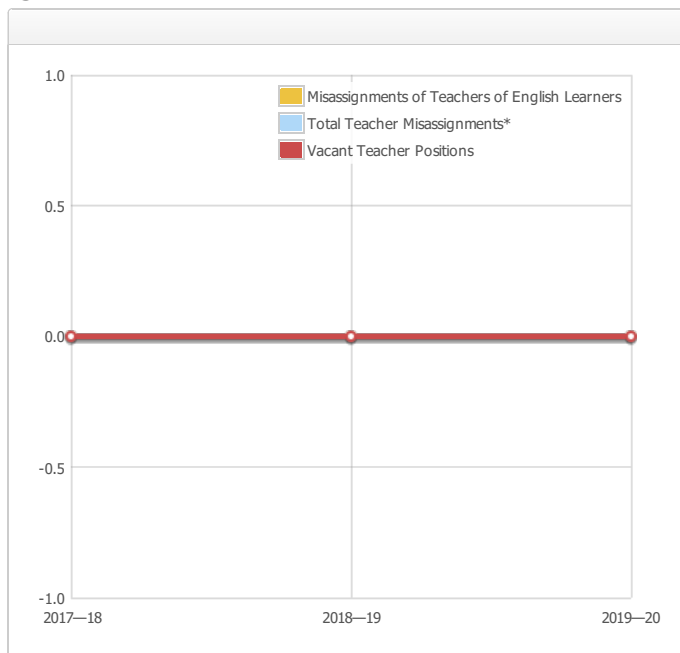
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	29	23	583
Without Full Credential	2	3	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	14



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: CA Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6-8: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin, Adopted: 2015 GR 1-6: Go Math! CA Edition, Houghton Mifflin, Adopted: 2015 GR 7-8: Big Ideas Math, Houghton Mifflin, Adopted: 2013 GR 8 (Accelerated): Core Connections Integrated Math, CPM, Adopted: 2013	Yes	0.00 %
Science	GR K-5: California Science, MacMillan/McGraw-Hill, Adopted 2006 GR 6: Amplify Middle School: Earth/Space Science, Amplify Education, Adopted: 2019 GR 7: Amplify Middle School: Life Science, Amplify Education, Adopted: 2019 GR 8: Amplify Middle School: Physical Science, Amplify Education, Adopted: 2019	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA Edition, Houghton Mifflin, Adopted 2007 GR 6: Ancient Civilizations, Glencoe, Adopted: 2007 GR 7: Medieval and Early Modern Times CA Edition, Pearson Education, Adopted: 2018 GR 8: American Stories: Beginnings to World War I, National Geographic Learning, Adopted: 2018	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/30/2020

School Facility Conditions and Planned Improvements

- Sierra Vista K-8 is a safe and clean school. The site is currently undergoing the final increment of a major new construction and modernization project.
- Sierra Vista receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Fair	84.51% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Torn carpet has been repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	96.00% Items stored too high have been removed.
Electrical: Electrical	Fair	85.92% Items blocking electrical panel removed. Exposed wires placed in conduit. Broken outlets replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	92.27% Broken handles, leaks and flow issues have been repaired.
Safety: Fire Safety, Hazardous Materials	Good	97.89% Missing evacuation maps replace.
Structural: Structural Damage, Roofs	Good	99.30%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	95.34% Trip hazards have been abated. Window is boarded up during modernization work.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/30/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	55.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	38.0%	39.0%	38.0%	38.0%	39.0%

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: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	436	427	97.94%	2.06%	55.27%
Male	227	222	97.80%	2.20%	52.70%
Female	209	205	98.09%	1.91%	58.05%
Black or African American	30	30	100.00%	0.00%	40.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	124	123	99.19%	0.81%	52.85%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	207	203	98.07%	1.93%	56.65%
Two or More Races	57	54	94.74%	5.26%	62.96%
Socioeconomically Disadvantaged	183	179	97.81%	2.19%	43.02%
English Learners	34	34	100.00%	0.00%	32.35%
Students with Disabilities	60	59	98.33%	1.67%	20.34%
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: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	436	426	97.71%	2.29%	37.79%
Male	227	222	97.80%	2.20%	39.64%
Female	209	204	97.61%	2.39%	35.78%
Black or African American	30	30	100.00%	0.00%	23.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	124	122	98.39%	1.61%	33.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	207	203	98.07%	1.93%	41.38%
Two or More Races	57	54	94.74%	5.26%	38.89%
Socioeconomically Disadvantaged	183	179	97.81%	2.19%	27.93%
English Learners	34	34	100.00%	0.00%	23.53%
Students with Disabilities	60	59	98.33%	1.67%	15.25%
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: 1/30/2020

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—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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: 1/30/2020

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—19)

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	21.30%	14.80%	8.20%
7	12.10%	20.20%	49.50%

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: 1/30/2020

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 2019–20)

Opportunities for Parental Involvement (School Year 2019–20)

The opportunities for parent involvement and support include: Parent Teacher Club, which includes dance chaperones, fundraising, volunteering in the classroom and on fieldtrips and helping supervise school-wide activities; School Safety Committee, Coffee with Principal, and English Learner Advisory Committee. Communication is made through the Schoolloop program, email, school weekly newsletter, Facebook page and a global calling system (phone call, text, email) sent out each week.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

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

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—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.80%	2.80%	2.30%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

The Sierra Vista School Advisory Committee approved the newly created Comprehensive School Safety Plan on February 28, 2019. Our school has implemented the following programs and strategies to maintain a high level of school safety:

Support Staff - We have an amazing mental health clinician, Shar Mease, who joined our staff this year to help us meet the social/emotional needs of our students. We also have two wonderful counselors who are providing counseling services to mainly general education students. Heather Driver, from A Better Way counsels students on Mondays and Kelly Haven, from Vacaville Youth Service Section, counsels students on Thursdays.

MTSS - We are in year 3 of MTSS implementation. All staff hand out PAWS tickets to reinforce students who are being positive, accepting, wise and safe. We have our PAWS store open on Thursdays during the snack recesses and staffed by 8th grade leadership students. Staff write positive referrals for students who go above and beyond expectations and those students receive special recognition by administration. We have a Pride Badge and Junior Pride Badge program that students can apply to whereby those students are given special privileges. As a staff, we have a system in place to identify students' needs and get them supports including but not limited to the following: Action Team meetings, SST meetings, Snapshot days, Elko passes, Zen passes, and Check In Check Out.

Community Partnerships - We collaborated with Safe Routes to School and hosted a safety assembly, helmet fitting, where we handed out 25 free helmets, and a bicycle rodeo. We collaborated with the Royal Dance Academy at the beginning of the year, which gave our students the opportunity to learn some social skills and some dance moves culminating in an evening performance attended by many proud parents. We hosted A Nightmare on Puberty Street funded by Kaiser Permanente for our middle school students. Students really enjoyed this assembly, which addressed several topics they are dealing with.

Emergency Drills - We practice emergency drills according to the district schedule and notify the fire department when we conduct a drill. As a staff, we debrief after the drills and make improvements. We receive feedback from our parents and we make sure they are connected to the VUSD alert system.

Safe Arrivals/Departures - We have one crossing guard, Jim, who carefully crosses families at our main crosswalk. Our campus supervisor, student monitors and administrators work as a team to provide supervision before and after school as our students arrive and get picked up. This year we changed where kindergarten students are dropped off to ensure their safety.

Safe and secure campus - Our custodians and district maintenance staff continue to do an excellent job maintaining a safe and clean campus. Our custodian completes a report after the school has been vacant for three or more days to ensure the campus has been inspected before students and staff arrive. Our campus supervisor and student monitors work diligently to walk the campus and keep a watchful eye on our students while building positive relationships. Administrators work with all staff to address safety needs. We have signs for quiet zones and to remind students not to ride bikes, scooters, skateboards on campus. Maintenance staff installed locks on our inside perimeter doors. Teachers continue to keep doors locked. We now keep the green delivery gate locked and established procedures for delivery staff to notify us or be able to unlock the gate. Additionally, concrete under the back gate was added for safety and bark replaced thorns and goat heads along one edge of the elementary playground.

Emergency Supplies - We have an ice machine in the health clerk's office to have ice readily available for injuries. Each classroom is equipped with a honey pot/emergency supplies survival kit, a first aid kit and an emergency clipboard. This year each classroom was supplied with more emergency supplies in a blue backpack to grab and go in the case of an evacuation. We also procured a second wheelchair for our campus.

Last updated: 1/30/2020

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—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	27.00		1	
2	21.00	1	1	
3	22.00		2	
4	29.00		2	
5	23.00		2	
6	19.00	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—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	25.00		2	
2	24.00		2	
3	24.00		2	
4	29.00		2	
5	31.00		2	
6	28.00	2	9	1
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—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		2	
1	25.00		2	
2	23.00		2	
3	24.00		2	
4	30.00		2	
5	31.00		2	
6	28.00	2	4	5
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	4		
Mathematics	17.00	4		
Science	22.00	2	1	
Social Science	22.00	2	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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	3	5	
Mathematics	21.00	4	5	
Science	29.00	1	4	1
Social Science	29.00		5	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	1	7	
Mathematics	26.00	3	5	1
Science	25.00	2	7	
Social Science	26.00	2	5	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: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.70
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9078.90	\$405.54	\$8673.36	\$61932.94
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	21.29%	-10.72%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	15.54%	-32.45%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018–19)

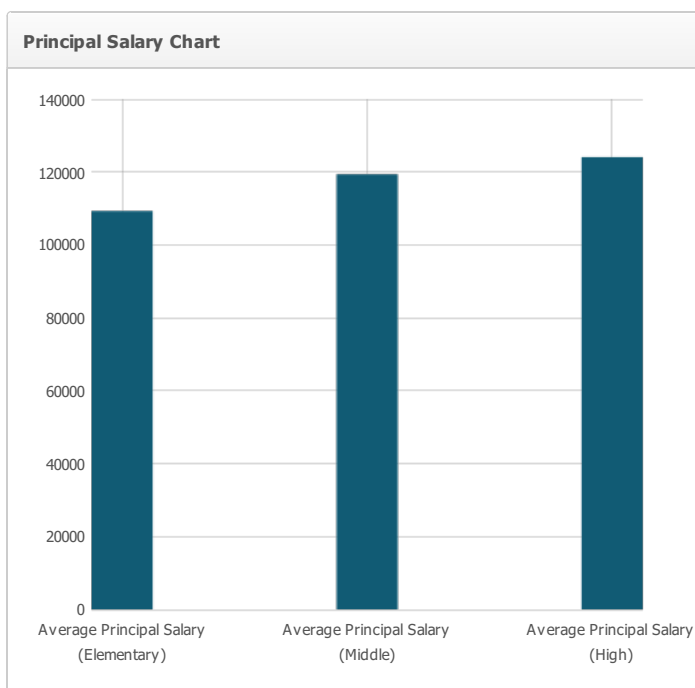
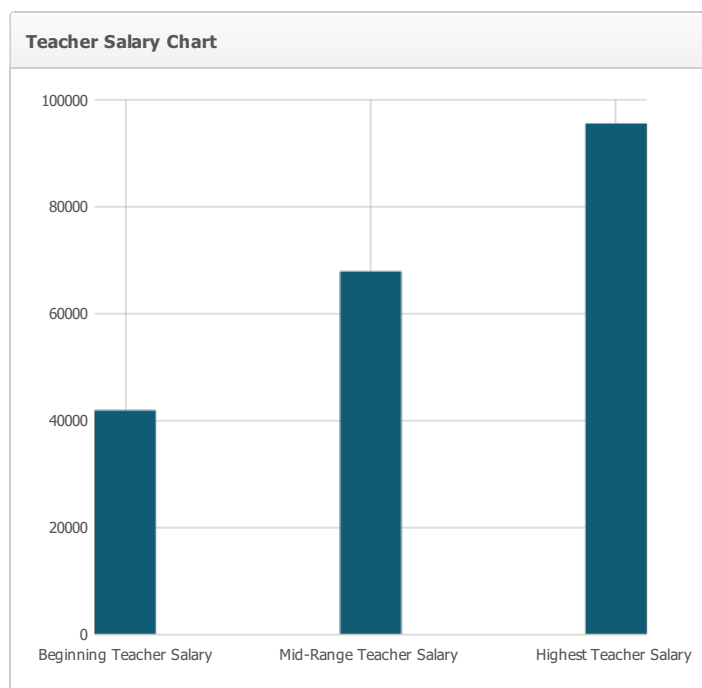
Object	Unrestricted	Restricted
1000 Certificated Salaries	1,909,510.37	113,406.76
2000 Classified Salaries	327,420.95	4,176.54
3000 Benefits	789,542.78	34,011.03
4000 Materials & Supplies	36,498.01	348.12
5000 Operating Expenses & Services	134,889.39	750.05

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	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: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5