

Parsons Junior High

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.



Darin Pust, Principal

Principal, Parsons Junior High

About Our School

At Parsons, learning is not optional! We are dedicated to making sure every young person leaves prepared to access A-G requirements in high school and with the perseverance and work ethic needed to be successful in life. We want our students to be able to choose college and career after high school. To accomplish this, we pledge to be responsible for ALL students, to learn from our experiences, and challenge ourselves to grow. We will be positive, and at all times show respect to ourselves, each other, and our community. We further demonstrate this with our signed staff pledge displayed in the office of our school for all to see; a pledge to work cohesively for and with our students, to expend energy in neutralizing challenges our students bring.

In order to meet the varied needs of each student, attention is paid to what our students need to know and be able to do in order to be productive members of society. We provide tutoring after school and academic Saturday labs for students needing reinforcement of academic skills, as well as intervention classes throughout the day. We have a strong focus on citizenship, separating effort from achievement, and we accomplish this, in part, by infusing character trait building within our ROAR (Respect, Outstanding citizenship, Academic excellence, and Responsibility), Tiger Card programs and other aspects of our school community. We also ensure home/school connection by utilizing the phone messenger system, principal positive complimentary calls, and positive postcards sent home to students regularly, and our teachers participate in regular collaboration so that all students have a support system and do not slip through the cracks. Each teaching team focuses on meeting student needs and on each young person in their care, including regular communication with parents along the way.

Many extra-curricular activities, such as clubs, mentoring opportunities, student leadership, and sports are offered to encourage our students to develop talents, interests, and a sense of community service for our school. Fridays are Spirit Days. We all wear our school shirts or college gear to show enthusiasm and spirit and to illustrate where we will be in our futures!

We believe in our students. We believe it is our opportunity and responsibility to make sure our students leave prepared... prepared for choice... with a passion for learning, for achievement, and with a resolve to choose college and career after high school!

- Darin Pust, Principal

Contact

*Parsons Junior High
750 Hartnell Ave.
Redding, CA 96002-2120*

*Phone: 530-224-4190
Email: dpust@eesd.net*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Enterprise Elementary
Phone Number	(530) 224-4100
Superintendent	Brian Winstead
Email Address	bwinstead@eesd.net
Website	www.eesd.net

School Contact Information (School Year 2019—20)	
School Name	Parsons Junior High
Street	750 Hartnell Ave.
City, State, Zip	Redding, Ca, 96002-2120
Phone Number	530-224-4190
Principal	Darin Pust, Principal
Email Address	dpust@eesd.net
Website	parsons.eesd.net
County-District-School (CDS) Code	45699716050249

Last updated: 12/20/2019

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

MISSION STATEMENT

The teachers, administrators, and staff of Parsons Junior High believe that all students will be successful. Our collective efforts will make that expectation a reality. We pledge to be responsible for ALL students, to learn from our experiences, and challenge ourselves to grow. We will be positive, and at all times show respect to ourselves, each other, and our community.

SLOGAN

"Preparing today for tomorrow's success... No exceptions... No excuses!"

SCHOOL DESCRIPTION

Parsons Junior High School, located in Redding, California, houses 6th-8th-grade students. Our student population reflects the ethnic diversity of our east Redding community.

Parsons provides Honors courses in every content area designed to prepare students for the rigor of high school AP courses and College Prep classes to best meet diverse needs. It is our mission to accelerate the learning of our struggling students and to challenge students at grade level and above. We are absolutely committed to student achievement and ensuring choice for our students in the future. To foster this commitment, our Site Literacy Teacher and Title I aide team provide support to teachers and students in the content area classrooms in pre-reading strategies, academic vocabulary acquisition, and comprehension. The addition of a Wellness Center was instituted in the 17-18 school year and continues to expand with support structures and personnel such as a full-time counselor, refocus/calm down room, behavior tech aides, access to the health center, and quick assessment of needs by school administration. Special Day and Resource classes for our 6th-8th-grade students ensure all special education students are integrated into the regular program as appropriate. Our lab-based science building, our newly built STEAM lab, our music buildings, our beautiful library, our gym and all the classrooms, as well as our beautifully manicured grounds, provide a safe and comfortable environment in which to learn.

Each classroom has adopted a college or university, with bulletin boards advertising the respective colleges displayed in each. College signs adorn the outside of every classroom, further instilling a belief and desire in our students the pursue higher education after high school. Grade levels participate in college visits during the school year. We have visited Shasta College, UC Davis, and Simpson University. This exposure to college life and the requirements has made the goal tangible for our students and they work hard so that college becomes an option right after high school.

Our music department includes five vocal groups and five bands, ranging from Beginning to Advanced levels, with one-fourth of our students participating in our award-winning music program. Our library is equipped with an online card catalog as well as eight research stations. Our science wing is constructed to provide lab-based science instruction with six lab stations in each room, giving our students real-world science that is hands-on and rigorous. Our STEAM program offers project-based learning in conjunction with the new NGSS content standards and the over-arching math Common Core standards.

All math and language arts classes have a 1:1 ratio of Chromebooks used for the online math and language arts intervention or enrichment program through iReady, as well as focusing on critical thinking and spatial awareness, web-based intervention programs, research, writing and editing of reports, and interactive web-based standards activities. Students can expand their computer and technological skills (part of the STEAM program) with our Google applications and other platforms learning 3-D imaging, video editing, creation of school training videos (part of the Digital Marketing Club), and yearbook (as a class or club).

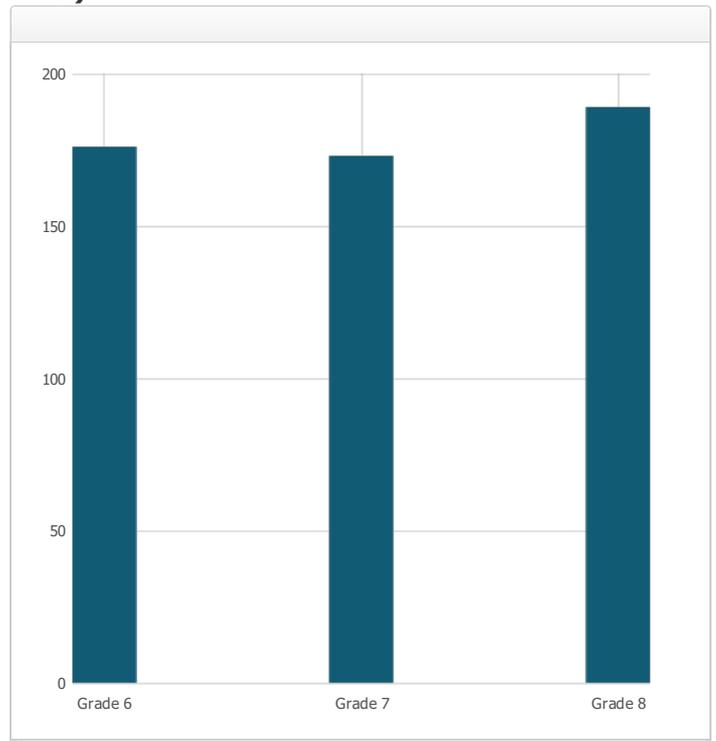
Parsons Junior High staff uses "What is best for students? What will prepare our students for their future?" as the lens for all decisions. We are individually and collectively committed to doing whatever it takes to help our students succeed. Staff members communicate effectively with families about their child's growth and needs with class websites, positive phone calls, newsletters, notes home, and emails. Progress toward our site goals is attributed to regular collaboration among teachers, stringent focus on state standards, and dedicated attention to individual needs and concept development for each student. Our student leadership team and eighth grade WEB group (Where Everyone Belongs) have led the way in creating a community of engaged learners. They have successfully created an atmosphere of respect and trust. WEB leaders have adopted new students for the year, to help them acclimate to our school and become connected. They also teach sixth grade students about anti-bullying, character education, and other pertinent issues. This atmosphere then fosters a positive learning environment where students are free to explore and enjoy the rigor of the classroom instruction. Common procedures, common Instructional norms, and a common discipline plan are observed and adhered to throughout the school, creating a warm, safe, orderly campus. This is done through a fully adopted and

implemented program known as Capturing Kids' Hearts.

Last updated: 12/30/2019

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

Grade Level	Number of Students
Grade 6	176
Grade 7	173
Grade 8	189
Total Enrollment	538



Last updated: 12/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.50 %
American Indian or Alaska Native	3.20 %
Asian	10.20 %
Filipino	%
Hispanic or Latino	25.30 %
Native Hawaiian or Pacific Islander	0.60 %
White	45.50 %
Two or More Races	9.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.40 %
English Learners	12.10 %
Students with Disabilities	15.40 %
Foster Youth	1.10 %
Homeless	1.30 %

A. Conditions of Learning

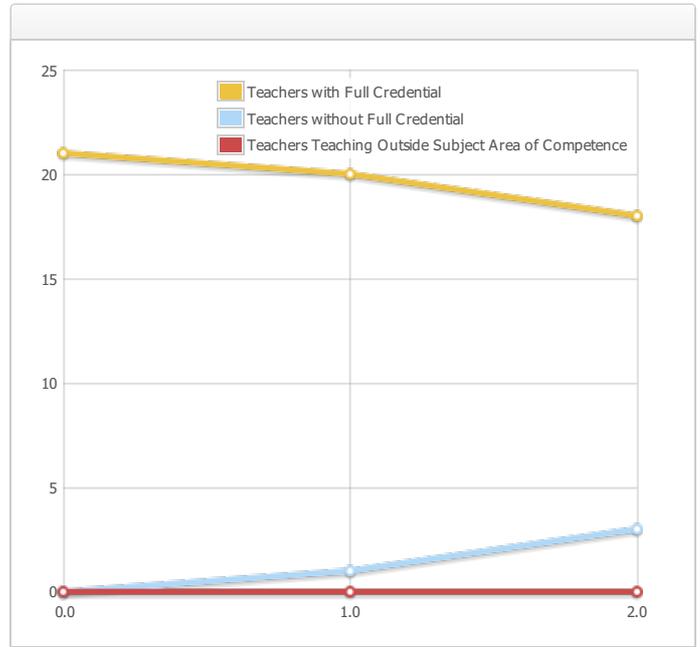
State Priority: Basic

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

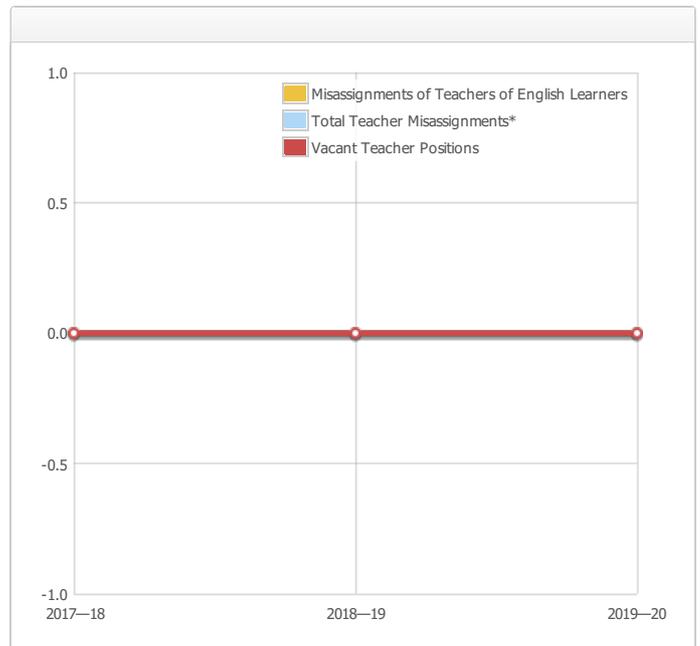
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	20	18	157
Without Full Credential	0	1	3	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/8/2020

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: 12/30/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Students in grades 6-8 use Ready Reading, published by Curriculum Associates and adopted for use during the 2015/2016 school year. Students in grades 6-8 use Study Sync, published by McGraw-Hill and adopted for first use during the 2017/2018 school year.	Yes	0.00 %
Mathematics	Students in grades 6-8 use Core Connections College Preparatory Mathematics adopted in the 2015/2016 school year.	Yes	0.00 %
Science	Students in grades 6-8 use California Focus On Science, published by Glencoe and adopted for first use in 2007/2008.	Yes	0.00 %
History-Social Science	Students in grades 6-8 use California Social Studies, published by Holt and adopted for first use in 2006/2007.	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: 12/20/2019

School Facility Conditions and Planned Improvements

The school's main campus was constructed in 1958; Additional classrooms in 1959 and 1967; Multipurpose building and administrative offices in 1962; Gymnasium in 1987; and the Library, AV studio, and administrative complex were added in 1992. The multipurpose room was modernized in 1995. A new science wing, modern locker rooms, and new restrooms came in 1994. A new roof was placed on the buildings in 1995. Our music building was built in 1996. The school campus was modernized in 1999. The school has 8 portable classrooms which were added at various times between 1988 and 2001. In 2010, a new all-weather track was added to our campus, complete with new soccer fields in the center, long jump pit, and shot put area. In 2011, we excitedly welcomed new basketball and tennis courts, new grass areas, and a new quad that is absolutely beautiful. In 2017, a STEAM lab was constructed by remodeling and joining two regular classrooms. For the summer of 2018, the gymnasium was upgraded with a new state-of-the-art Audio/Video system, new retrofitted LED lighting, a complete remodel and restriping upgrade of the floor, new paint, and HVAC system.

During the 2012/2013 school year, concrete walkway ruptures were repaired and classroom numbers, parking lines, curbs, and handicapped parking areas were repainted. Roof repairs were made as needed, and for increased safety, shatterproof security window tinting was applied to windows throughout the campus.

During the 2015/2016 school year, the parking lots were redesigned to allow safer and better traffic flow. Additional safety fencing was added at key areas along the campus perimeter. The weight room was relocated into the former locker rooms, creating space for a new state-of-the-art show choir practice and rehearsal room. New flooring, lighting, sound system, storage, and mirrors were installed. The former show choir room is has been remodeled to be a new fitness room. The fitness room is equipped with padded flooring, chin-up bars, peg board, climbing rope, kettlebells, jump boxes, jump ropes, and slam balls. There is also an interwrite board to allow for demonstration videos as well as tutorial and exercise videos such as Tae-bo, yoga, crossfit, and pilates.

During the 2016/2017 school year, additional safety fencing was installed at the north side of campus, thus creating a much safer barrier along that side of campus. More fencing was added on the east side of campus.

The 2019/2020 school year will see the beginning stages of site development for expanding the gymnasium to include a full sized performing arts stage and additional parking along the June St. access on the West side of the campus.

Last updated: 12/30/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs performed as needed. Filters changed biannually. Coils cleaned biannually. HVAC unit in gym replaced.
Interior: Interior Surfaces	Good	Daily inspections/cleaning. Repairs performed as needed. Preventative maintenance performed on gym bleachers annually. Gym floor re-sealed. District maintains carpet replacement schedule where some rooms are replaced each year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning and inspections. Pest control company performs monthly applications.
Electrical: Electrical	Good	Monthly inspections performed. Repairs performed as needed. Burglar alarms modified/updated. Upgraded A/V system in gym. AED (defibrillator) installed in gym.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Daily cleaning and inspections performed. Repairs performed as needed. Drinking fountain bubblers being replaced with freeze resistant cartridges.
Safety: Fire Safety, Hazardous Materials	Good	Continuing staff training at monthly safety meetings. Fire training performed annually. Hazardous materials stored in appropriate locking cabinets. Fire extinguishers and emergency lighting checked monthly. Fire extinguishers recharged annually.
Structural: Structural Damage, Roofs	Good	Repairs performed as needed. Routine roof inspections performed. Metal roofs repaired and repainted. Kitchen storage area expanded.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repairs performed as needed. Miscellaneous painting projects completed.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 12/20/2019

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)	41.0%	41.0%	47.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	30.0%	34.0%	37.0%	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: 1/6/2020

**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	543	537	98.90%	1.10%	40.78%
Male	282	279	98.94%	1.06%	36.92%
Female	261	258	98.85%	1.15%	44.96%
Black or African American	12	12	100.00%	0.00%	25.00%
American Indian or Alaska Native	20	20	100.00%	0.00%	40.00%
Asian	59	59	100.00%	0.00%	28.81%
Filipino	--	--	--	--	
Hispanic or Latino	133	131	98.50%	1.50%	35.88%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	241	237	98.34%	1.66%	46.84%
Two or More Races	54	54	100.00%	0.00%	38.89%
Socioeconomically Disadvantaged	442	438	99.10%	0.90%	38.58%
English Learners	90	89	98.89%	1.11%	32.58%
Students with Disabilities	84	82	97.62%	2.38%	6.10%
Students Receiving Migrant Education Services					
Foster Youth	13	12	92.31%	7.69%	33.33%
Homeless	16	16	100.00%	0.00%	43.75%

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: 1/6/2020

**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	543	535	98.53%	1.47%	29.53%
Male	282	276	97.87%	2.13%	31.16%
Female	261	259	99.23%	0.77%	27.80%
Black or African American	12	12	100.00%	0.00%	16.67%
American Indian or Alaska Native	20	20	100.00%	0.00%	40.00%
Asian	59	59	100.00%	0.00%	32.20%
Filipino	--	--	--	--	
Hispanic or Latino	133	130	97.74%	2.26%	19.23%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	241	237	98.34%	1.66%	34.60%
Two or More Races	54	53	98.15%	1.85%	22.64%
Socioeconomically Disadvantaged	442	437	98.87%	1.13%	26.54%
English Learners	90	89	98.89%	1.11%	17.98%
Students with Disabilities	84	81	96.43%	3.57%	3.70%
Students Receiving Migrant Education Services					
Foster Youth	13	11	84.62%	15.38%	36.36%
Homeless	16	16	100.00%	0.00%	31.25%

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: 1/8/2020

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: 1/8/2020

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
7	19.80%	27.90%	19.80%

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: 1/22/2020

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)

Parent involvement at Parsons allows us to provide many "extras" in our programs and support services for all students. Both the sports and music programs have strong parental support. Other parents volunteer in the classroom and help supervise field trips/music trips. Parents appreciate and enjoy the ability to stay involved in their child's school and educational experience. Please call our office at (530) 224-4190 for details on how you can volunteer your time at Parsons Junior High School

State Priority: Pupil Engagement

Last updated: 12/23/2019

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	17.10%	18.50%	23.00%	6.60%	6.40%	7.60%	3.60%	3.50%	3.50%
Expulsions	1.00%	0.20%	0.50%	0.10%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 12/30/2019

School Safety Plan (School Year 2019—20)

Safety of our students and staff is a primary concern. Our Comprehensive School Safety Plan is updated on an annual basis. The plan includes all specific Education Codes and Board Policies as they relate to campus and student safety. All emergency and disaster procedures, campus maps, and site information have been updated. The emergency kit list is reviewed and revised annually through our district Safety Committee. The Incident Command System (ICS) ensures an accurate and timely flow of information and communication. It outlines a systematic chain of command and gives a detailed description of specific duties for each position within the ICS. Administration use the Safe and Orderly goals, as well as various student discipline data, to analyze and make adjustments to any site based protocols or procedures. There is an annual drill log, plan review, and section for School Site Council approval. The emergency flip charts are updated and posted throughout each campus.

Procedures were reviewed with all staff and students. These protocols are used throughout the year so that students have the procedures firmly in mind.

Fire, disaster, and lock-down/active shooter drills are conducted on a regular basis throughout the school year to ensure that students, teachers, and staff know what to do in case of an emergency.

All visitors must sign in at the front office, wear identification tags while on school grounds, and sign out upon departure.

Fencing, gates, and signage have been installed at all sites to funnel visitors to the front office during the school day, as well as to help deter trespassing and loitering during non-school hours.

Policies, including sexual harassment, suspension and expulsion, dress code, and discipline, are reviewed each year with staff and students.

Last updated: 12/30/2019

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				
1				
2				
3				
4				
5				
6	24.00	15	17	12
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				
1				
2				
3				
4				
5				
6	26.00	6	23	8
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				
1				
2				
3				
4				
5				
6	26.00	8	22	7
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.

Last updated: 12/30/2019

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	20.00	9	8	1
Mathematics	20.00	9	8	1
Science	25.00	3	9	2
Social Science	25.00	3	10	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	10	7	2
Mathematics	24.00	4	8	2
Science	29.00	2	7	3
Social Science	28.00	2	6	4

* 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	20.00	10	8	1
Mathematics	23.00	5	8	1
Science	26.00	2	10	1
Social Science	26.00	3	7	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.

Last updated: 1/6/2020

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: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.26
Resource Specialist (non-teaching)	1.47
Other	

*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: 1/8/2020

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	\$8281.00	\$1213.00	\$7068.00	\$75994.00
District	N/A	N/A	\$6223.00	\$71166.00
Percent Difference – School Site and District	N/A	N/A	11.94%	6.35%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-6.22%	-2.14%

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

Last updated: 1/8/2020

Types of Services Funded (Fiscal Year 2018—19)

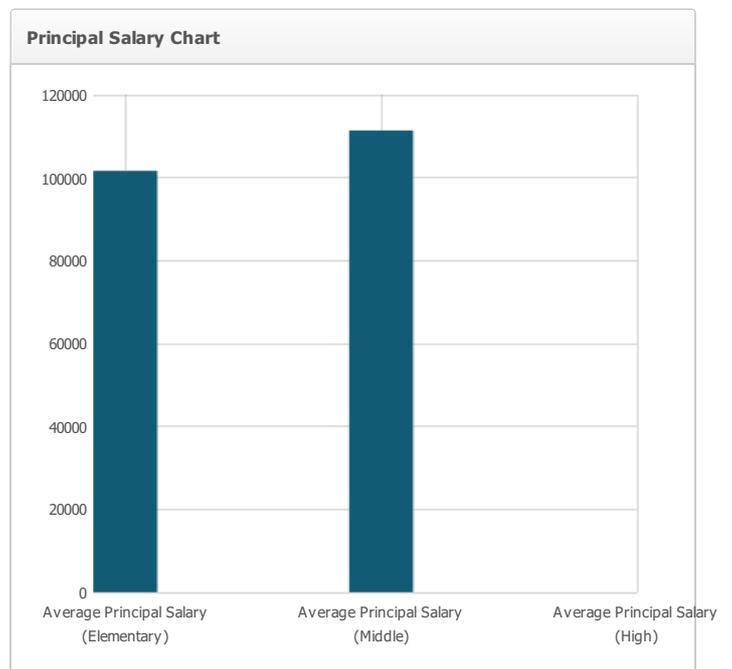
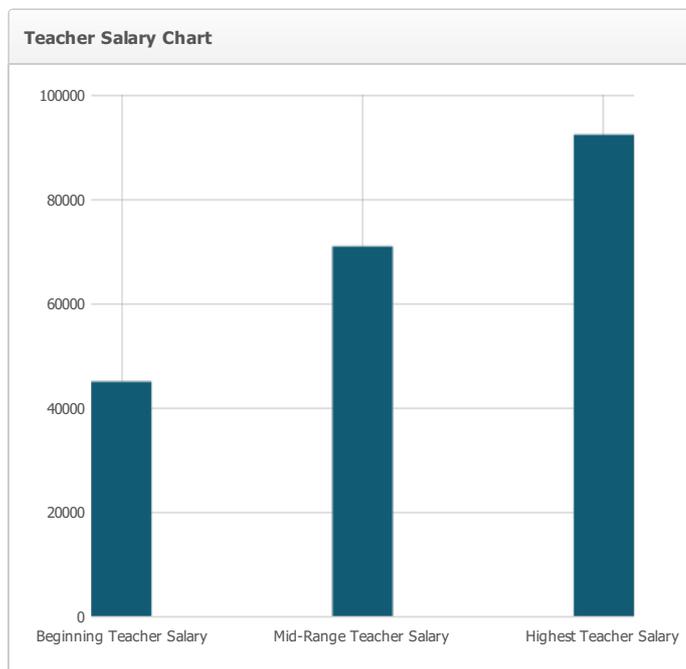
Utilizing Title I funds, differentiated instruction and intervention groups are provided using Title I Reading aides, the Site Literacy Teacher in content area classrooms. Interventions offered include Read Naturally, Reciprocal Teaching, SIPPS, Soar to Success, and 6-Minute Solution, and iReady to name a few. District, State, and ongoing formative assessments in language arts, math, science, and history are used to target student needs. Supplemental Concentration funds are also used to provide ELD classes, tutoring after school for our students in need of credits for graduation, for support for our struggling students, and to provide family get-togethers and award ceremonies based upon the grade level Professional Learning Communities.

Last updated: 12/23/2019

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,989	\$49,378
Mid-Range Teacher Salary	\$70,940	\$77,190
Highest Teacher Salary	\$92,374	\$96,607
Average Principal Salary (Elementary)	\$101,647	\$122,074
Average Principal Salary (Middle)	\$111,388	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$170,824	\$189,346
Percent of Budget for Teacher Salaries	34.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 12/30/2019

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Last updated: 12/23/2019