

**Farmersville Junior High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Farmersville Junior High School
Street	650 North Virginia Street
City, State, Zip	Farmersville, CA 93223
Phone Number	(559) 747-0764
Principal	Manuel Mendez
Email Address	mmendez@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us
County-District-School (CDS) Code	54-75325-6100275

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Farmerville Unified School District
Phone Number	559-592-2010
Superintendent	Dr. Paul Sevillano
Email Address	psevillano@farmersville.k12.ca.us
Website	www.farmersville.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

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#### Mission Statement:

FJHS provides safe educational environments that prepare students for future opportunities.

#### Vision Statement:

In order to improve student achievement, our staff will demonstrate an overall knowledge of content and consistency in best practices, knowing that a positive environment will allow a level of self-awareness and teachable experiences in a professional and positive school culture.

#### School Description:

Farmersville Jr. High School will provide students with educational tools and course work for them to become responsible students who are life-long learners. We believe every student can learn and our mission is to find the modality that fits their need. We are committed to ensure an excellent education for all students and we will accomplish this task by providing rigorous lessons and instruction that will bring out the greatness that dwells within all of our students. One of our goals is to encourage and educate students to be confident, knowledgeable, respectful, responsible and productive citizens in an ever changing world.

Our staff utilizes various teaching techniques to meet the student's learning styles. We use technology to assist in the instruction of our lessons. APPLE technology, Google classrooms, Illuminate and Renaissance Learning are just some tools we use to compile data to help prepare lessons that will advance our students academically and to help them think more critically about what they are learning. Students will be provided the maximum opportunities to succeed in a safe environment and be prepared for the future challenges that await them.

We encourage parents to be actively involved with our school events. We will work tirelessly to ensure that our students are welcomed and we will provide an atmosphere that is positive, caring and focused on learning. Parents, administration, teachers and the community members, will work together to provide students with the necessary resources and assistance to move them forward into the 21st century.

Farmersville Jr. High School students are life-long learners and are provided the maximum opportunities to succeed in a safe environment and to be prepared for the future challenges that await them. Parents, administration, teachers, and the community, work together to provide students with the necessary resources and assistance to move them forward and into the 21st century. Farmersville Jr. High School staff has high expectations of students. Farmersville Jr. High School is a place where teachers instruct and students learn. This is accomplished through the continued strive towards a safe and orderly campus.

Farmersville Jr. High School administration provides its staff with the necessary teacher professional development to assist student learning. Farmersville Jr. High School monitors its current curricular programs to maximize student achievement. It is the vision of the Farmersville Jr. High School to challenge its teachers and staff to be professionally prepared but more importantly to challenge students academically with a structured and vigorous curriculum that prepares students for high school. It is also equally important to teach students to become good decision makers, independent thinkers, and citizens.

**School Profile:**

Farmersville Jr. High School is located on the southeast side of the town of Farmersville, six miles east of the city of Visalia. Located in California’s San Joaquin Valley, Farmersville is an agriculturally based community of approximately 10,000 people nestled at the foot of the Sierra Nevada Mountains. Farmersville is located in Tulare County, which has diverse cultures and economic levels. The median household income is about \$33,853. The city is small, covering just 1.9 square miles. The Farmersville Jr. High School serves approximately 400 students in grades seventh, and eighth, of which 92.5% are Hispanic and 6.2 % are White (non-Hispanic), and another 1.3% African American, Asian, and other ethnic groups. The city has a rich culture and hosts community events including an annual Memorial Day Parade, Fall Festival, Christmas Tree Lighting, and other events.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Grade 7	202
Grade 8	182
<b>Total Enrollment</b>	<b>384</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	0.5
<b>Asian</b>	1
<b>Hispanic or Latino</b>	94.8
<b>White</b>	3.4
<b>Two or More Races</b>	0.3
<b>Socioeconomically Disadvantaged</b>	98.4
<b>English Learners</b>	38
<b>Students with Disabilities</b>	4.7
<b>Homeless</b>	0.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	19	18	116
Without Full Credential	2	3	4	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** August 25, 2020

The school district held a public hearing on August 25, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017	Yes	0
Mathematics	Houghton Mifflin (Go Math) 2015	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Houghton Mifflin(HMH) 2020	Yes	0
History-Social Science	National Geographic 2019	Yes	0
Foreign Language	Holt, Rinehart & Winston (Ven Conmigo, Level 1) 2005	Yes	0
Health	Health & Science- Farmersville Jr. High school health education is embedded in the science adoption.	Yes	0

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

## School Facility Conditions and Planned Improvements

Farmersville Junior High School facilities were built in 1979. The campus consists of 12 permanent classrooms, 10 portable classrooms, a library, two computer labs, a cafeteria/gym, administrative offices, a staff lounge, 2 Afterschool Program classrooms and a playground.

### 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: 9/2020

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

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	20	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	7	N/A	15	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	7	N/A	11	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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Farmersville Junior High greatly benefits from its supportive parents. Various opportunities are provided for parents to take an active role in their child's education. Parents are encouraged to attend meetings or events such as PIQE which is the parent institute for quality education, School Site Council and District English Language Advisory Committee (DELAC) meetings to obtain information on the operation and policy making processes of our school and district. Events such as 7th and 8th grade Orientation, Back-to-School Night, Career Fair, Open House, Parent Education Nights (PIQE) Parents Involved in Quality Education, award ceremonies and field trips provide additional opportunities for parent involvement.

Parents participate in Parent Conference Week, teacher/parent conferences throughout the year, Student Success Team (SST) meetings, Individual Education Plan (IEP) meetings, and other meetings requested by teachers or an administrator.

Parents and guardians are informed of school activities through notes home, announcements on the school marquee, a parent/student handbook, Tele-parent (automatic phone calls), and prospectus outlining course content and requirements. In addition, each school year parents, teachers, and administrators sign a parent compact that outlines support for their student.



## Parent Involvement Goals for 2020 - 2021

FJHS, in collaboration with our Parent Advisory groups and Site Plan, have established the following goals for improving parent involvement:

- Increase opportunities for parents to learn about testing requirements and ways to help their student improve achievement.
- Establish specific opportunities for parents to learn about standards in Math, ELA, and ELD and ways to help their student achieve in each area.

## Involvement of Parents in the TITLE 1 Program

FJHS does the following to involve parents in the Title 1 program:

- Convenes an annual meeting to inform parents of Title 1 students of the requirements of Title 1 and their rights to be involved in the Title 1 program.
- Offers flexible meetings including SSC, orientations, informational nights, Back to School, and DELAC.
- Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of our Title 1 programs as well as the Title 1 Parental Involvement Policies.
- Provides parents with timely information about all school programs including Title 1 programs through meetings, notices, personal phone calls, Tele-Parent Phone Messaging System and fliers.
- Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through orientations, events, and notices.
- Invites parents of Title 1 students to participate in opportunities for regular meetings where decisions relating to the education of their children are discussed and planned.

## School-Parent Compact

FJHS has a school-parent compact that was jointly developed with parents, staff, students, and the community. This compact outlines how students, parents, and staff will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Content Standards, CASSPP and CELDT.

The school-parent compact describes the following items in addition to items added by parents of Title 1 students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through progress and grade reports, notes, access to staff, phone calls, conferences, Student Study Team meetings, and other communication strategies.

The school-parent compact was drafted and developed with input from stakeholders in meetings. Staff participation in staff meetings and SSC provided access for staff. Parent input was developed through parent meetings where parents had the opportunity to draft ideas, edit, and make suggestions. Student input was gained through student leadership meetings as well as student participation in SSC.

## Building Capacity for Involvement

FJHS engages all parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Provides educational opportunities for parents to assist them with understanding policies, procedures, content standards, assessments, monitoring student progress and becoming involved in the school decision making process. Examples include Parent Group meetings where

presentations are made by staff, and other support agencies. In addition, all families receive packets at the beginning of each year (in English and Spanish) that includes updated policies and requirements.

2. Provides materials and training to help all parents work with their children to improve their children's achievement. Parents also receive information, materials and training to help parents develop strategies to work with their children through Student Study Teams. All students

receive an agenda that is also a form of home communication providing all parents access to a student's assignments.

3. Provides staff training in the value of parent contributions and strategies to work with parents as equal partners. Staff is also involved in committees, SSC and other organized meetings.

4. Distributes to all parents information related to school and parent programs, meetings and other activities in a form and language that the parents understand. FJHS has implemented the TELE-PARENT Phone Messaging System that incorporates both English and Spanish

messages to target groups.

5. Provides support for parental involvement activities requested by Title 1 parents.

#### Accessibility

FJHS is committed to providing opportunities for the maximum growth and development of each individual student. This commitment includes the involvement of parents, volunteers, and community partnerships. FJHS strives to ensure that each year is a positive and successful experience for students and their families. Opportunities for parents and the community to access our program are facilitated through:

- Student Study Team Meetings (SST)
- Parent Forums Bi-Monthly
- School Site Council meetings (SSC)
- Athletic events and activities
- Culture Night
- 7th and 8th grade Orientations
- Classroom visits
- Open House
- Back to School Night
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- FALCON News "SWOOP"
- Community Service Projects
- Back to School packets
- Student handbooks/agendas
- Home visits
- Progress Reports
- Fall and Spring Orientations
- Club activities
- Nurse
- School Resource Officer
- Community Liaison / ParentSquare
- Parent Education Opportunities (PIQE)
- Parent Dashboard night
- FalconsNOW afterschool academic intervention TIER#2
- FalconsNEXT afterschool academic intervention TIER#3

We encourage parents to be actively involved with our school events. We will work tirelessly to ensure that our students are welcomed and we will provide an atmosphere that is positive, caring and focused on learning. Parents, administration, teachers and the community members, will work together to provide students with the necessary resources and assistance to move them forward into the 21st century.

For information regarding organized opportunities for parental involvement, please contact the School Community Liaison or Principal in the main office at (559) 747-0764

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.3	7.8	5.1	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**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 2019-20	District 2019-20	State 2019-20
Suspensions	8.4	7.0	
Expulsions	0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

Safety of students and staff is a primary concern of Farmersville Junior High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually in the winter. All revisions are communicated to the both the classified and certificated staff.

The school’s disaster preparedness plan includes steps for ensuring all students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Adaptations of routines and emergency disaster procedures for pupils and staff with disabilities have been communicated with all. Lockdown drills are held as needed. Plan and procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies has been discussed. Students are supervised before school, during break/lunch, and after school by certificated staff, aides, and administration.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	5	25		26	4	34		23	16	30	
Mathematics	25	4	14		25	7	16		24	12	20	
Science	25	3	11		22	6	5		24	2	10	
Social Science	28	1	14		27	1	14		24	5	11	

\*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 2019-2020)

Title	Ratio
Academic Counselors*	384

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.16
Social Worker	1.0
Nurse	0.16
Speech/Language/Hearing Specialist	0.16
Resource Specialist (non-teaching)	1.0
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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,527.00	\$734.00	\$7,793.00	\$76,624.00
District	N/A	N/A	\$10,212.00	\$75,113
Percent Difference - School Site and District	N/A	N/A	-26.9	2.0
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	0.6	1.2

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

## Types of Services Funded (Fiscal Year 2019-2020)

- Title I
- Title II
- Title III

### \*Title IV

- ASES
- LCFF
- Special Education

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,434	\$47,145
Mid-Range Teacher Salary	\$74,228	\$74,952
Highest Teacher Salary	\$93,256	\$96,092
Average Principal Salary (Elementary)	\$105,759	\$116,716
Average Principal Salary (Middle)	\$108,397	\$120,813
Average Principal Salary (High)	\$118,152	\$131,905
Superintendent Salary	\$143,721	\$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.