Ladera Vista Junior High School of the Arts
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1700 East Wilshire Dr. Fullerton, CA , 92831-4115	**Principal:**	William Lynch, Principal
Phone:	(714) 447-7765	**Grade Span:**	7-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

William Lynch, Principal

📍 Principal, Ladera Vista Junior High School of the Arts

About Our School

Ladera Vista Junior High School of the Arts is a center for innovation and creativity. We provide students with meaningful, relevant, and rigorous learning opportunities. Through our infusion of the visual, performing, and digital arts, we strive to support each student in making meaningful connections in their learning. As a school community, we exhibit a passion and enthusiasm for exploration, learning, and achievement, and we celebrate and encourage each student's success.

Using a unique balance between challenging Academic and Arts Curriculums, Ladera Vista Students experience an Arts-Infused Common Core Curriculum, through which they connect to a rigorous academic curriculum while integrating the arts. These courses include a strong emphasis on 21st Century Learning and preparedness for high school, with our 1:1 iPad program providing round-the clock access to technology

Our 1:1 iPad Program offers all students the opportunity to engage in fun and meaningful learning activities which promote communication, collaboration, creativity, and critical thinking skills. Students are assigned an iPad at the beginning of the year to use in classes throughout their day. In addition, iPads are taken home to extend student learning through meaningful homework assignments, many of which involve an arts-based focus.

Contact

Ladera Vista Junior High School of the Arts
1700 East Wilshire Dr.
Fullerton, CA 92831-4115

Phone: (714) 447-7765
Email: william_lynch@myfsd.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2023–24)

School Name	Ladera Vista Junior High School of the Arts
Street	1700 East Wilshire Dr.
City, State, Zip	Fullerton, CA , 92831-4115
Phone Number	(714) 447-7765
Principal	William Lynch, Principal
Email Address	william_lynch@myfsd.org
Website	www.fullertonsd.org/ladera
County-District-School (CDS) Code	30665066028070

Last updated: 1/21/24

## School Description and Mission Statement (School Year 2023–24)

"Chart your Course! Explore! Learn! Achieve!"

Our entire Ladera Vista Junior High School of the Arts Staff is committed to supporting each student by encouraging them to chart their course and make a commitment to excellence. Our promise is that each of our Spartan Students will have our unwavering support and encouragement to reach their highest potential.

Last updated: 1/21/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	382
Grade 8	393
Total Enrollment	775
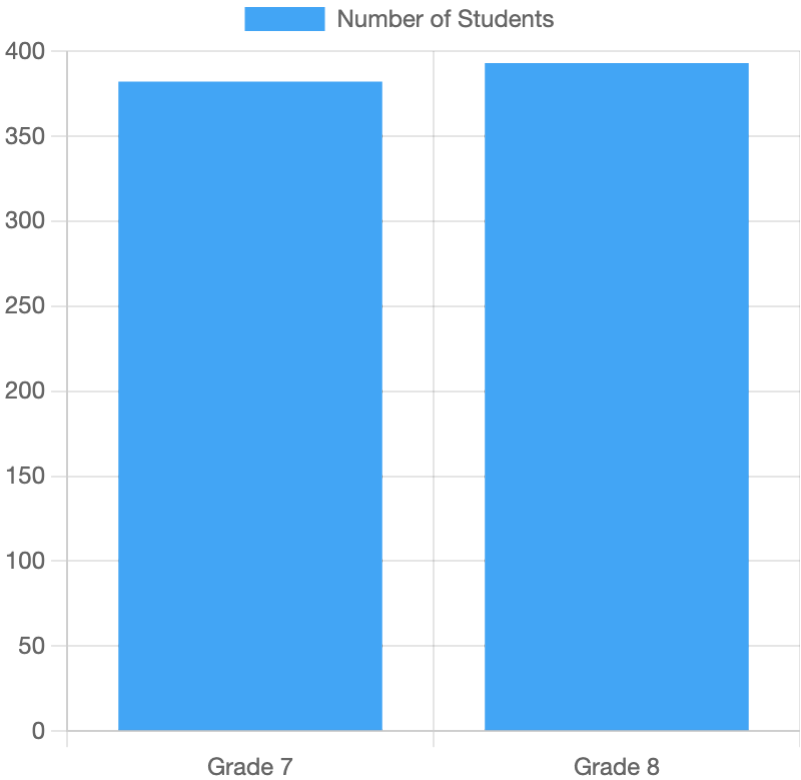
Last updated: 1/21/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.70%
Foster Youth	0.50%
Homeless	1.70%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	7.10%
Black or African American	1.40%
Filipino	1.20%
Hispanic or Latino	61.50%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	7.60%
White	21.00%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	57.70%
Students with Disabilities	15.20%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	82.73%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	2.42%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	6.10	14.85%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	41.30	100.00%	503.60	100.00%	274759.10	100.00%

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

Last updated: 1/21/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.60	88.24%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.16%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	4.40	11.58%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	38.00	100.00%	496.60	100.00%	279044.80	100.00%

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

Last updated: 1/21/24

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

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

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th-8th Grade - McGraw Hill Education: Study Sync - 2018	Yes	0
Mathematics	7th-8th Grade - Houghton Mifflin Company: Algebra/Geometry- 2016	Yes	0
Science	7th-8th Grade - Amplify: Science Middle School - 2020	Yes	0
History-Social Science	7th-8th Grade - McGraw Hill Education: Impact - 2022	Yes	0
Foreign Language	En Español 7-8: 2019	Yes	0
Health	Dairy Council of California (grade-appropriate materials)	Yes	0
Visual and Performing Arts	Musical instruments and scores (Gr. 7-8)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Ladera Vista Junior High School of the Arts has 31 classrooms, a physical education shower and locker building, a gymnasium/performing arts center, a library media center, a speech room and a multi-purpose room. The main campus was built in 1960. Additions were constructed in 1964, 1965 and 1966. Four portable classrooms were added in 2001 and one was added in 2004. The gymnasium/performing arts center was completed in 2006. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenancenoffice. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2022-23, the District spent $0 on Deferred Maintenance. For the 2023-24 school year, the District budgeted $5 for Deferred Maintenance expenditures.

Last updated: 1/21/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 23 has stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys locker room has a loose toilet & stall door lock broken
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good

Last updated: 1/22/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	52%	55%	57%	57%	47%	46%
Mathematics (grades 3-8 and 11)	36%	38%	48%	49%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/22/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	770	757	98.31%	1.69%	54.83%
Female	380	375	98.68%	1.32%	59.79%
Male	390	382	97.95%	2.05%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	52	51	98.08%	1.92%	80.39%
Black or African American	11	11	100.00%	0.00%	45.45%
Filipino	--	--	--	--	--
Hispanic or Latino	477	468	98.11%	1.89%	42.70%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	54	98.18%	1.82%	92.59%
White	165	163	98.79%	1.21%	69.94%
English Learners	80	80	100.00%	0.00%	2.53%
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00%	0.00%	45.45%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	445	439	98.65%	1.35%	39.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	120	114	95.00%	5.00%	19.47%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/21/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	770	756	98.18%	1.82%	38.10%
Female	380	374	98.42%	1.58%	36.36%
Male	390	382	97.95%	2.05%	39.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	52	51	98.08%	1.92%	74.51%
Black or African American	11	11	100.00%	0.00%	27.27%
Filipino	--	--	--	--	--
Hispanic or Latino	477	467	97.90%	2.10%	25.05%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	54	98.18%	1.82%	66.67%
White	165	163	98.79%	1.21%	54.60%
English Learners	80	79	98.75%	1.25%	3.80%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00%	0.00%	27.27%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	445	438	98.43%	1.57%	24.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	120	112	93.33%	6.67%	10.71%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	35.16%	32.71%	40.13%	39.45%	29.47%	30.29%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/21/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	382	97.45%	2.55%	32.81%
Female	180	175	97.22%	2.78%	29.14%
Male	212	207	97.64%	2.36%	35.92%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	27	26	96.30%	3.70%	65.38%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	236	97.12%	2.88%	22.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43%	3.57%	66.67%
White	84	83	98.81%	1.19%	43.90%
English Learners	47	46	97.87%	2.13%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	229	97.45%	2.55%	21.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	63	56	88.89%	11.11%	9.09%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	97.9%	97.3%	97.6%	97.1%	97.1%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/25/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

We truly embrace our partnership with parents to help meet the needs of our students. We have a very active parent involvement at Ladera Vista. We utilize Power School to keep parents informed of student progress, have Parent Conferences in the Fall and Spring, regularly communicate with parents via our automated phone message system and website. Our PTA and ELAC committees meet regularly to discuss how we can help students. Parents who wish to participate in School Site Council, PTSA, English Learners Advisory

Council, school activities, or become a volunteer may contact the school office.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	801	792	131	16.5%
Female	395	393	74	18.8%
Male	406	399	57	14.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	55	55	3	5.5%
Black or African American	12	11	1	9.1%
Filipino	9	9	1	11.1%
Hispanic or Latino	492	487	92	18.9%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	59	59	10	16.9%
White	172	169	23	13.6%
English Learners	133	132	24	18.2%
Foster Youth	4	4	2	50.0%
Homeless	15	14	4	28.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	466	460	98	21.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	127	124	35	28.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	5.52%	3.50%	0.07%	1.35%	1.10%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.50%	0.00%
Female	3.29%	0.00%
Male	3.69%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.82%	0.00%
Black or African American	16.67%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.07%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.33%	0.00%
English Learners	6.77%	0.00%
Foster Youth	0.00%	0.00%
Homeless	6.67%	0.00%
Socioeconomically Disadvantaged	5.36%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.72%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/21/24

School Safety Plan (School Year 2023–24)

A comprehensive school safety plan was developed and approved in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council prior to March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved: 1/30/2024
Reviewed by Staff: 1/17/2024

Last updated: 1/21/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	9	11	15
Mathematics	29.00	7	10	15
Science	31.00		18	10
Social Science	31.00	1	13	14

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	11	16	7
Mathematics	25.00	8	21	5
Science	28.00	4	16	9
Social Science	28.00	4	14	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	7	25	0
Mathematics	27.00	5	17	6
Science	30.00	1	17	7
Social Science	30.00	0	20	5

* 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: 1/21/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	775

* 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: 1/25/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.00
Social Worker	
Nurse	0.20

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	4.50
Other	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6577.00	$1.00	$6577.00	$99489.36
District	N/A	N/A	$6069.04	$94810.00
Percent Difference – School Site and District	N/A	N/A	8.40%	-0.70%
State	N/A	N/A	$7606.62	$89574.00
Percent Difference – School Site and State	N/A	N/A	-13.50%	6.30%

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

Types of Services Funded (Fiscal Year 2022–23)

Primary Focus
- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

Delivery of Professional Development
- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

Other Related Professional Development Activities
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

Last updated: 1/25/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55417.00	$54215.36
Mid-Range Teacher Salary	$87294.00	$86843.27
Highest Teacher Salary	$119343.00	$111440.49

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$139567.00	$140851.44
Average Principal Salary (Middle)	$143608.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00
Superintendent Salary	$285655.00	$252465.94
Percent of Budget for Teacher Salaries	32.54%	33.16%
Percent of Budget for Administrative Salaries	6.31%	5.15%

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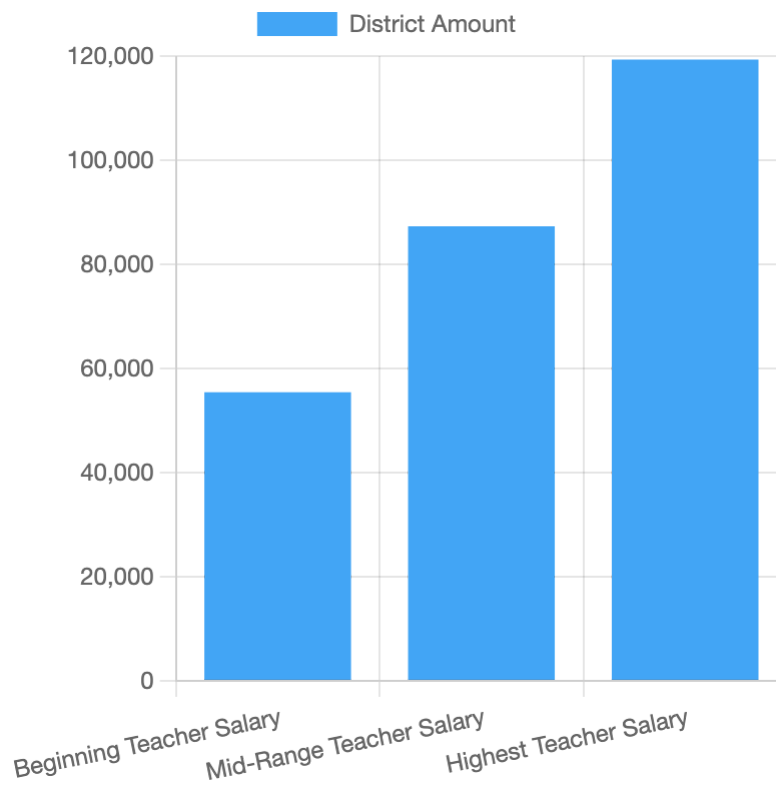
Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10