

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

Address: 1100 West Olive Ave.
Fullerton, CA , 92833-
4132

Principal: Jose Varela, Principal

Phone: (714) 447-7775

Grade 7-8
Span:

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

Jose Varela, Principal

📍 Principal, Nicolas Junior High

About Our School



Nicolas Junior High students have unique opportunities to take STEM electives focused on science, technology, engineering and math across the curriculum. Nicolas offers six unique elective areas: Design and Engineering, Robotics, Computer Science, Media and Business, AVID, and The Arts. These are unique courses for Jr. High students that allow students to find their passion and take their learning to a more advanced level. Students also have a technologically enriched experience with our 1:1 iPad program. We offer students challenging Honors classes in Social Studies, Science, English Language Arts, and Math. We also offer Algebra and Geometry classes. Lastly, college credit is awarded to those that pass the Advanced Placement Computer Science Test. At Nicolas Junior High School we work together with parents and teachers to provide our children with an excellent foundation to ensure that students are prepared for college and career while exploring their interests in STEM! Visit us at <http://nicolas.fullertonsd.org/>.

Contact

Nicolas Junior High
1100 West Olive Ave.
Fullerton, CA 92833-4132

Phone: (714) 447-7775
Email: jose_varela@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	Nicolas Junior High
Street	1100 West Olive Ave.
City, State, Zip	Fullerton, CA , 92833-4132
Phone Number	(714) 447-7775
Principal	Jose Varela, Principal
Email Address	jose_varela@myfsd.org
Website	www.fullertonsd.org/nicolas
County-District-School (CDS) Code	30665066028104

Last updated: 1/21/24

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

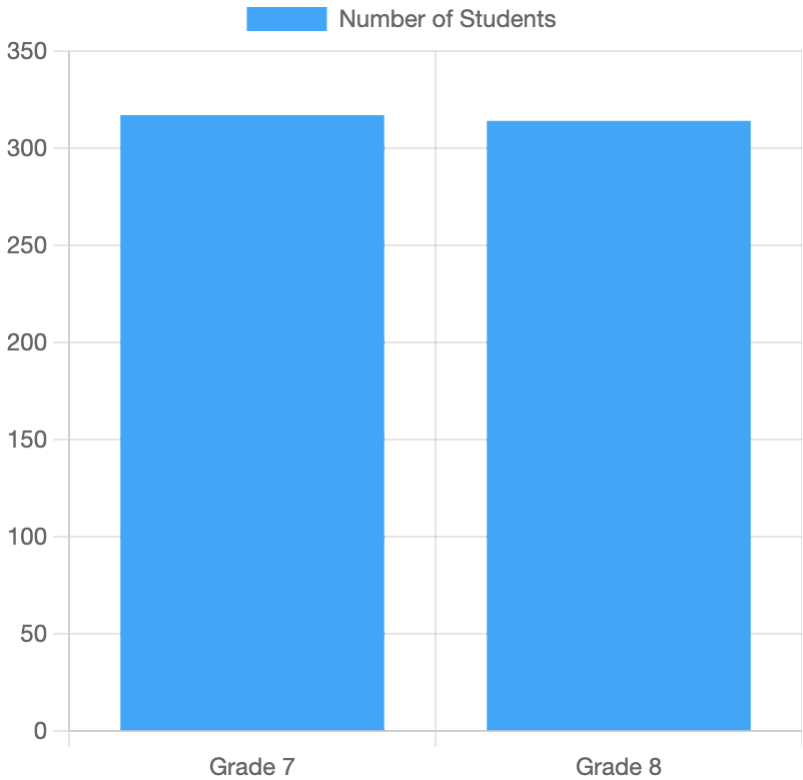
Nicolas Junior High School is a comprehensive school serving 7th and 8th grade students located in the southern section of Fullerton and is one of 20 school sites in the Fullertons School District.

Nicolas Junior High School is the home of future innovators and mindful citizens who exemplify our CARE attributes. Students are caring, always safe, responsible and respectful, and empathetic. In addition to these personal character traits, all students will develop critical skills that will allow them to effectively communicate and collaborate with their peers, investigate and problem solve, and achieve their full academic and creative potential. Students at Nicolas Junior High School receive a standards based rigorous curriculum. The Nicolas staff, through PLC's, will monitor individual student results progress, and revise goals and RTI strategies as necessary based on student needs.

Last updated: 1/31/24

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

Grade Level	Number of Students
Grade 7	317
Grade 8	314
Total Enrollment	631



Last updated: 1/21/24

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

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.80%
Foster Youth	0.80%
Homeless	2.20%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	2.70%
Black or African American	0.50%
Filipino	1.10%
Hispanic or Latino	86.70%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	3.30%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.30%
Students with Disabilities	19.30%

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 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)	22.30	77.38%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.91%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	6.89%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	3.30	11.74%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	28.80	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)	22.20	73.04%	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)	1.80	6.08%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.12%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	6.00	19.70%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	30.40	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	0.80
Misassignments	1.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.80

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	1.90	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	1.90	0.30

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)	7.00%	3.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	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) Too Good for Drugs (Gr. 4-6) Teen Talk	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.

Last updated: 1/26/24

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. Nicolas Junior High School has 37 classrooms, a multipurpose room, a physical education shower and locker building, a Healthy Start program building, speech/language room, and a library media center. The main campus was built in 1956. Additions were constructed in 1959, 1961, and 1964. Five portable classrooms were added in 2002, with one more added in 2003. 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 maintenance office. 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 39 has a stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Rooms 16 and 17 have clogged sinks. Boys locker room has one missing faucet handle
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
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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)	36%	36%	57%	57%	47%	46%
Mathematics (grades 3-8 and 11)	17%	22%	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	617	597	96.76%	3.24%	36.18%
Female	305	294	96.39%	3.61%	38.44%
Male	312	303	97.12%	2.88%	33.99%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	18	90.00%	10.00%	77.78%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	533	519	97.37%	2.63%	32.95%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91%	9.09%	50.00%
White	28	27	96.43%	3.57%	51.85%
English Learners	147	135	91.84%	8.16%	5.93%
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75%	6.25%	26.67%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	556	540	97.12%	2.88%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	119	114	95.80%	4.20%	4.39%

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	617	608	98.54%	1.46%	22.20%
Female	305	299	98.03%	1.97%	18.73%
Male	312	309	99.04%	0.96%	25.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00%	5.00%	84.21%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	533	528	99.06%	0.94%	17.99%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45%	4.55%	38.10%
White	28	27	96.43%	3.57%	37.04%
English Learners	147	144	97.96%	2.04%	4.86%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	6.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	556	551	99.10%	0.90%	20.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	119	114	95.80%	4.20%	1.75%

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.

Last updated: 1/21/24

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)	16.01%	20.47%	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	308	300	97.40%	2.60%	20.33%
Female	158	152	96.20%	3.80%	19.74%
Male	150	148	98.67%	1.33%	20.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	264	260	98.48%	1.52%	16.92%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33%	6.67%	42.86%
White	14	13	92.86%	7.14%	23.08%
English Learners	66	63	95.45%	4.55%	1.59%
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	275	271	98.55%	1.45%	17.34%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	61	55	90.16%	9.84%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

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: 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	97.7%	95.5%	98.4%	97.7%	97.7%

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: 1/26/24

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)

Nicolas Junior High School offers parent involvement opportunities through Parent Conferences, open house, School Site Council, ELAC, DELAC, PTSA, Champions for Learnings, workshop classes including computer courses held before school and after school, and a parent room with a parent liaison to facilitate parent needs.

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	672	649	141	21.7%
Female	336	322	76	23.6%
Male	336	327	65	19.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	21	19	1	5.3%
Black or African American	4	3	0	0.0%
Filipino	7	7	2	28.6%
Hispanic or Latino	582	563	122	21.7%
Native Hawaiian or Pacific Islander	3	3	1	33.3%
Two or More Races	22	22	7	31.8%
White	32	31	8	25.8%
English Learners	246	237	48	20.3%
Foster Youth	8	6	1	16.7%
Homeless	22	18	9	50.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	602	587	134	22.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	131	126	31	24.6%

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%	6.90%	5.06%	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	5.06%	0.00%
Female	2.68%	0.00%
Male	7.44%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.76%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	6.50%	0.00%
Foster Youth	0.00%	0.00%
Homeless	9.09%	0.00%
Socioeconomically Disadvantaged	5.65%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.63%	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 on 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.

It was updated and presented to the staff in October 4, 2023

Last updated: 1/26/24

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	29.00	2	12	7
Mathematics	30.00	2	11	8
Science	31.00	1	11	8
Social Science	31.00	1	12	7

* 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	27.00	6	9	7
Mathematics	24.00	10	10	5
Science	29.00	4	4	12
Social Science	28.00	5	8	8

* 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	29.00	4	14	7
Mathematics	28.00	4	9	9
Science	33.00	0	7	11
Social Science	33.00	0	8	10

* 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*	631

* 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: 1/26/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
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	1.50
Resource Specialist (non-teaching)	6.00
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.

Last updated: 1/26/24

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	\$7084.00	\$353.00	\$6732.00	\$89742.17
District	N/A	N/A	\$6069.04	\$94810.00
Percent Difference – School Site and District	N/A	N/A	10.90%	-1.60%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	-11.50%	5.40%

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

Last updated: 1/22/24

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

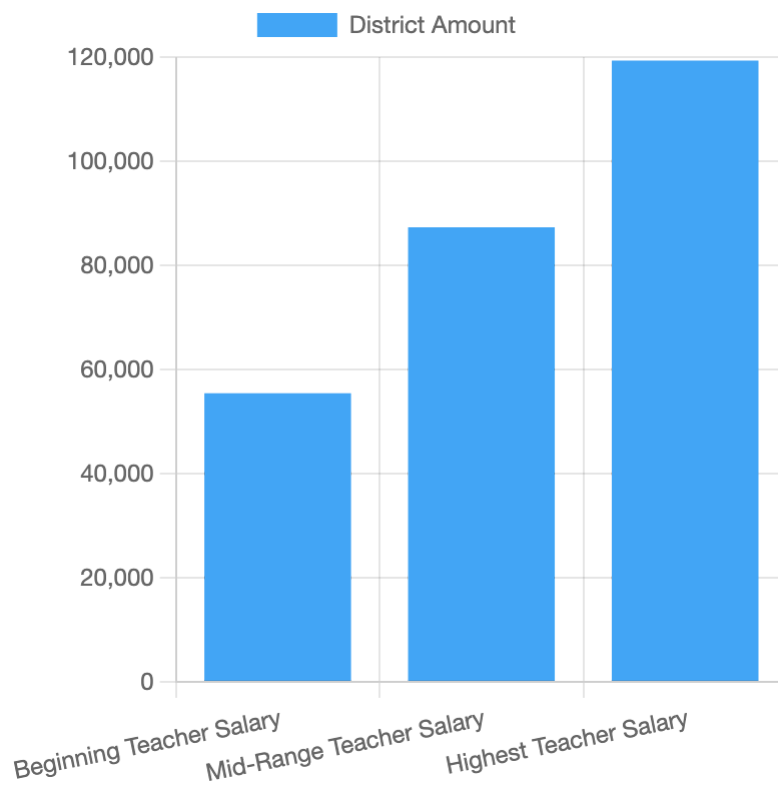
Last updated: 1/26/24

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/>.





Last updated: 1/21/24

Professional Development

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

Last updated: 1/21/24