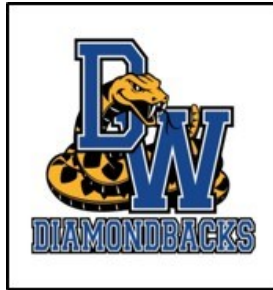


Desert Willow Fine Arts, Science, and Tech Magnet Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

2023-24 School Contact Information

School Name	Desert Willow Fine Arts, Science, and Tech Magnet Academy
Street	36555 Sunny Lane
City, State, Zip	Palmdale, CA 93550-1019
Phone Number	(661) 285-5866
Principal	Dr. Alusine Conteh
Email Address	tflowell@palmdalesd.org
School Website	https://www.facebook.com/DesertWillowFASTMagnetAcademy/
County-District-School (CDS) Code	19-64857-0105981

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Palmdale School District Mission Statement:

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Desert Willow is dedicated to :

The mission of the Palmdale School District and Desert Willow is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

We have several goals including improving student engagement and school climate, ensuring at least one year's growth in language development for our English learners, and increasing our math scores.

We provide language arts and math support class for intensive skill development and remediation as well as intervention programs for students with less than a 2.0 GPA. We offer both after school and lunch time tutoring to provide further support in Math and Language Arts. We are currently an AVID school, offering AVID elective courses for students in grade 6-8, and AVID strategies that are implemented and used in all content area classrooms. Our content area departments use common formative assessments, cluster tests, benchmark tests, and assessment determined by the teachers such as chapter and unit tests, to target interventions and instruction. We have also implemented co-teaching model classrooms for grades 6th - 8th to provide inclusive instruction for students with IEPs.

2023-24 School Description and Mission Statement

Desert Willow is a Fine Arts, Science & Technology Magnet Academy with an array of electives including Film Literacy, Animation, Digital Journalism, Music, Dance, PTLW, and Art. Desert Willow is also a member of the Palmdale School District Interscholastic Sports League.

Our data system is a valuable tool in allowing us to gather data, monitor student progress, and individualize intervention strategies for our at-risk students.

Desert Willow's staff is building a school atmosphere that is safe, respectful and responsible. A warm, welcoming environment for all will be fostered, along with an awareness that the intermediate school experience is a vital bridge between elementary school and high school. Priorities include reinforcing the Palmdale School District character traits of being trustworthy, responsible, respectful and fair. The staff and administration provide fair and equitable levels of service through consistent and standardized policies and procedures. All staff and faculty promote rigorous standards-based instruction and have high expectations for learning. Desert Willow personnel acknowledge our diverse community and respond appropriately and proactively. Teachers and staff strive to develop meaningful partnerships with parents, businesses, and community agencies.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	376
Grade 7	302
Grade 8	296
Total Enrollment	974

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.6%
Asian	0.4%
Black or African American	15.3%
Filipino	0.5%
Hispanic or Latino	75.9%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.4%
White	5.1%
English Learners	17.2%
Foster Youth	2%
Homeless	1.1%
Migrant	0.6%
Socioeconomically Disadvantaged	89.7%
Students with Disabilities	21.1%

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.

2020-21 Teacher Preparation and Placement

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)	34.90	78.47	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	2.80	6.35	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.55	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.86	73.80	8.18	12115.80	4.41
Unknown	4.30	9.72	50.10	5.56	18854.30	6.86
Total Teaching Positions	44.50	100.00	902.80	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.

2021-22 Teacher Preparation and Placement

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	76.39	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.23	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	5.58	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	5.49	58.20	6.46	11953.10	4.28
Unknown	4.60	10.26	27.30	3.03	15831.90	5.67
Total Teaching Positions	44.80	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of

teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.90
Local Assignment Options	0.00	1.50
Total Out-of-Field Teachers	0.80	2.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

We take pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 [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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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)	27	29	29	28	47	46
Mathematics (grades 3-8 and 11)	9	11	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	960	952	99.17	0.83	28.89
Female	468	466	99.57	0.43	36.70
Male	492	486	98.78	1.22	21.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	134	133	99.25	0.75	18.80
Filipino	--	--	--	--	--
Hispanic or Latino	743	737	99.19	0.81	28.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	46	45	97.83	2.17	57.78
English Learners	164	163	99.39	0.61	6.13
Foster Youth	21	21	100.00	0.00	19.05
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	864	858	99.31	0.69	28.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	200	197	98.50	1.50	7.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	959	949	98.96	1.04	11.38
Female	467	464	99.36	0.64	10.99
Male	492	485	98.58	1.42	11.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	133	131	98.50	1.50	7.63
Filipino	--	--	--	--	--
Hispanic or Latino	743	737	99.19	0.81	11.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	0.00
White	46	45	97.83	2.17	24.44
English Learners	164	163	99.39	0.61	2.45
Foster Youth	21	21	100.00	0.00	9.52
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	863	855	99.07	0.93	10.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	199	196	98.49	1.51	3.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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.

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)	11.92	9.75	13.34	13.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	295	294	99.66	0.34	9.86
Female	141	141	100.00	0.00	10.64
Male	154	153	99.35	0.65	9.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	46	100.00	0.00	6.52
Filipino	--	--	--	--	--
Hispanic or Latino	220	219	99.55	0.45	10.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	8.33
English Learners	37	37	100.00	0.00	2.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	261	260	99.62	0.38	9.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	59	100.00	0.00	5.08

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 7	95	98	97	100	97

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.

2023-24 Opportunities for Parental Involvement

Desert Willow conducts monthly School Site Council, African American Parent Advisory Council, and English Language Advisory Council meetings. Parent groups provide input and recommendations for continued school improvement to increase student academic achievement. Desert Willow also offers Parent Academy meetings, which address a variety of topics related to school governance and budget. Desert Willow also provides parents the opportunity to participate in School Site Council, ELAC, and AAPAC

that provides parents with the knowledge and skills to partner with schools and communities to ensure student success. Desert Willow offers parenting classes taught by teachers that include valuable information regarding study skills, communication, and discipline.

Parents are encouraged to run for office and attend monthly meetings for these governing bodies. Parents are also welcome to volunteer in the classroom under the direct supervision of the classroom teacher. We invite parents to attend parent nights, Monthly Coffee with the Principal, and parents are invited to chaperone college field trips. Our music and dance department also invites parents to assist and support their activities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1076	1039	156	15.0
Female	530	515	75	14.6
Male	546	524	81	15.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	2	25.0
Asian	4	4	0	0.0
Black or African American	171	161	25	15.5
Filipino	6	5	1	20.0

Hispanic or Latino	804	780	111	14.2
Native Hawaiian or Pacific Islander	7	6	1	16.7
Two or More Races	17	17	3	17.6
White	57	56	13	23.2
English Learners	200	195	18	9.2
Foster Youth	34	30	2	6.7
Homeless	15	14	3	21.4
Socioeconomically Disadvantaged	972	945	145	15.3
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	232	222	44	19.8

C. Engagement

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

This table displays suspensions and expulsions data.

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	12.90	6.51	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.09	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.51	0
Female	4.91	0
Male	8.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19.3	0
Filipino	0	0
Hispanic or Latino	4.1	0

Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	3.51	0
English Learners	3	0
Foster Youth	8.82	0
Homeless	13.33	0
Socioeconomically Disadvantaged	7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.33	0

2023-24 School Safety Plan

In compliance with Senate bill 187 and Education Code 35294.6, Desert Willow has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan has been reviewed with staff and is available for review in the school office. Desert Willow conducts routine emergency preparedness drills to ensure the safety and well-being of students and staff. Cherie Hollands is the chairperson of the Safety Committee for this school year.

Desert Willow faculty is encouraged to seek additional training for disaster preparedness. CPR/First Aid and CERT training is highly encouraged. School staff is also trained every year on the Incident Command System and is encouraged to be leaders during our annual Great Shake Out exercise.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	17	5
Mathematics	26	4	16	5
Science	28	3	12	6
Social Science	28	4	10	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	18	4
Mathematics	30	8	14	5
Science	24	5	16	3
Social Science	24	6	16	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	21	0
Mathematics	23	7	14	4
Science	26	5	16	1
Social Science	27	4	15	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	7.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,550	\$1,097	\$10,453	\$87,276
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	78.7	-11.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	31.5	-2.6

Fiscal Year 2022-23 Types of Services Funded

Title I, EIA/LEP and EIA/SCE funds are used to support students academically. Our teachers provide lunch time and after school tutoring. Students are identified as underperforming and are targeted for intervention.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

Teachers meet frequently within and across grade levels in PLC to plan and coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Training is also offered during the summer months on content and strategy specific areas such as SIOP, Teacher Leaders, English Language Arts, Mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of professional learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	10