

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

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.

Jodi Amaditz

- Principal, Chartwell School



About Our School

Since 1983, Chartwell has been meeting the needs of students experiencing difficulty in traditional educational settings. Chartwell students are bright—in fact, research confirms that many students struggling with language-based learning differences possess above-average intelligence—yet, they often lack confidence and require a direct approach to develop skills. Our research-based teaching methods are designed to serve these children—our students, rather they have not had access to teaching methods designed for their success. We provide all students with individualized instruction that imparts the skills, strategies, and outlook needed to overcome struggles, take control of their unique learning styles, and succeed in college and beyond.

Contact

Chartwell School
2511 Numa Watson Rd.
Seaside, CA 93955-6774

Phone: 831-394-3468

Email: jamaditz@chartwell.org

About This School

Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) | |
|--|--|
| District Name | Monterey Peninsula Unified |
| Phone Number | (831) 645-1200 |
| Superintendent | Daniel Diffenbaugh |
| Email Address | pkdiffenbaugh@mpusd.k12.ca.us |
| Website | www.mpusd.k12.ca.us |

| School Contact Information (School Year 2020–2021) | |
|--|-------------------------|
| School Name | Chartwell School |
| Street | 2511 Numa Watson Rd. |
| City, State, Zip | Seaside, Ca, 93955-6774 |
| Phone Number | 831-394-3468 |
| Principal | Jodi Amaditz |
| | |

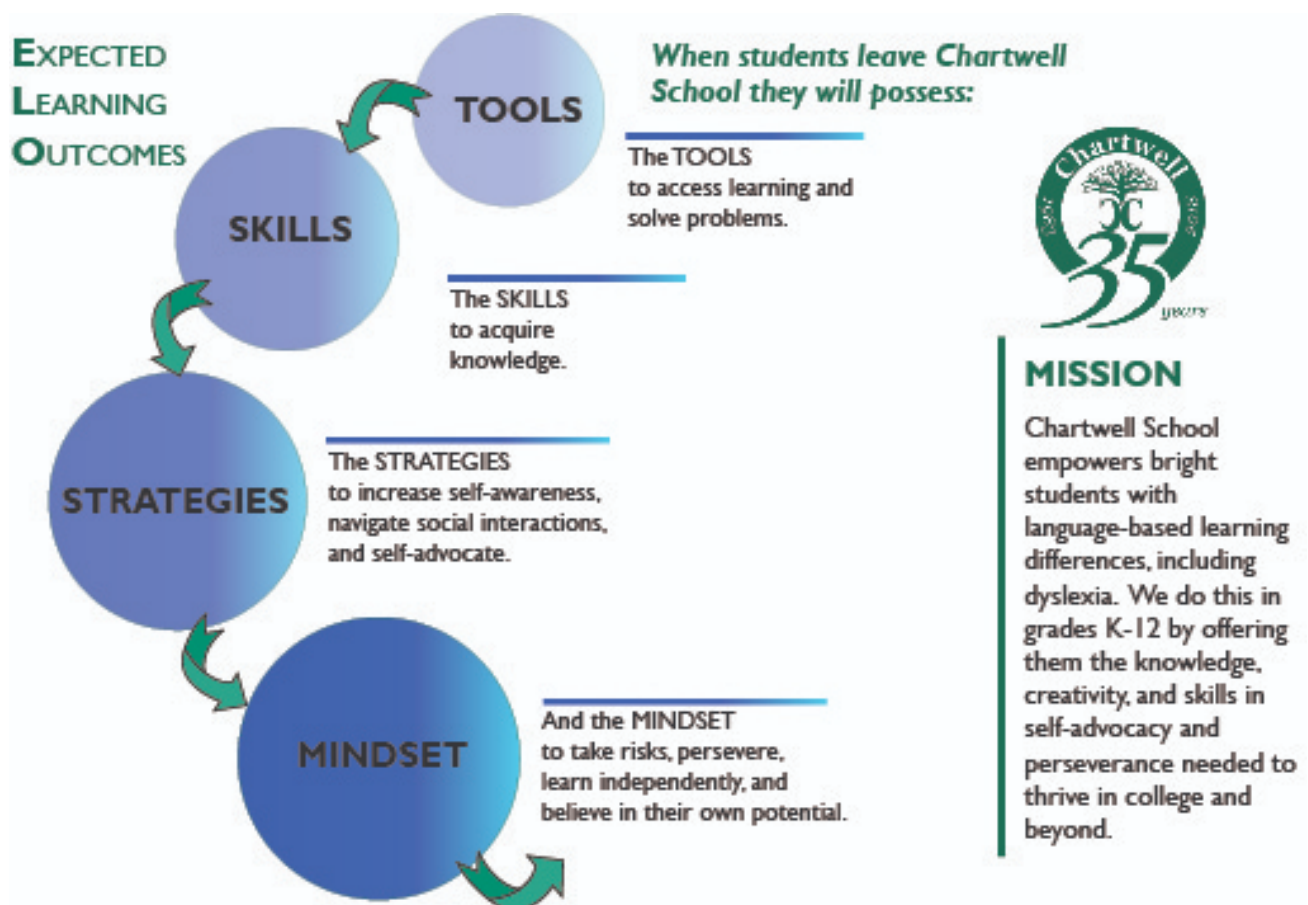
Email Address jamaditz@chartwell.org

Website <http://www.chartwell.org>

County-District-School
(CDS) Code 27660927022536

Last updated: 4/28/2021

School Description and Mission Statement (School Year 2020–2021)

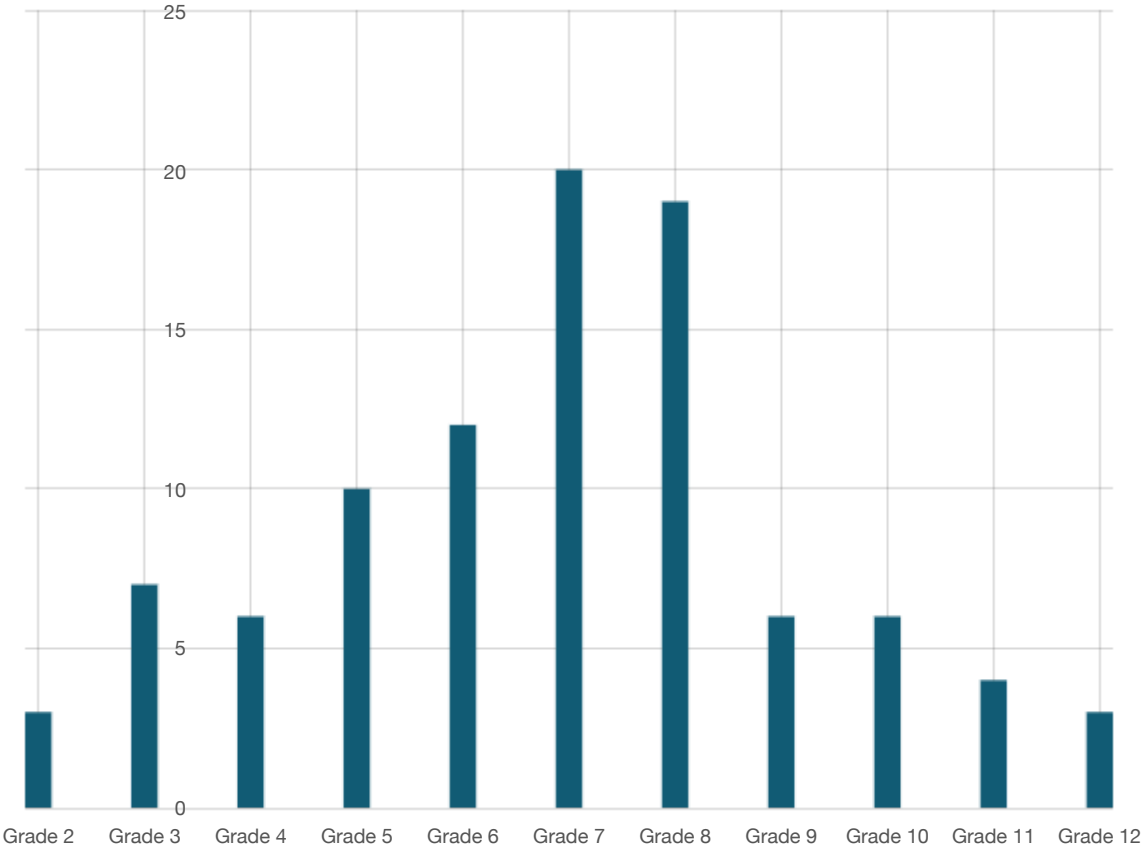


Last updated: 4/28/2021

Student Enrollment by Grade Level (School Year 2019–2020)

| Grade Level | Number of Students |
|-------------|--------------------|
| Grade 2 | 3 |

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 3 | 7 |
| Grade 4 | 6 |
| Grade 5 | 10 |
| Grade 6 | 12 |
| Grade 7 | 20 |
| Grade 8 | 19 |
| Grade 9 | 6 |
| Grade 10 | 6 |
| Grade 11 | 4 |
| Grade 12 | 3 |
| Total Enrollment | 96 |



Student Enrollment by Student Group (School Year 2019–2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 5.00 % |
| American Indian or Alaska Native | 0.00 % |
| Asian | 5.00 % |
| Filipino | 0.00 % |
| Hispanic or Latino | 12.00 % |
| Native Hawaiian or Pacific Islander | 0.00 % |
| White | 78.00 % |
| Two or More Races | 2.00 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 0.00 % |
| English Learners | 0.00 % |
| Students with Disabilities | 100.00 % |
| Foster Youth | 0.00 % |
| Homeless | 0.00 % |

State Priority: Basic

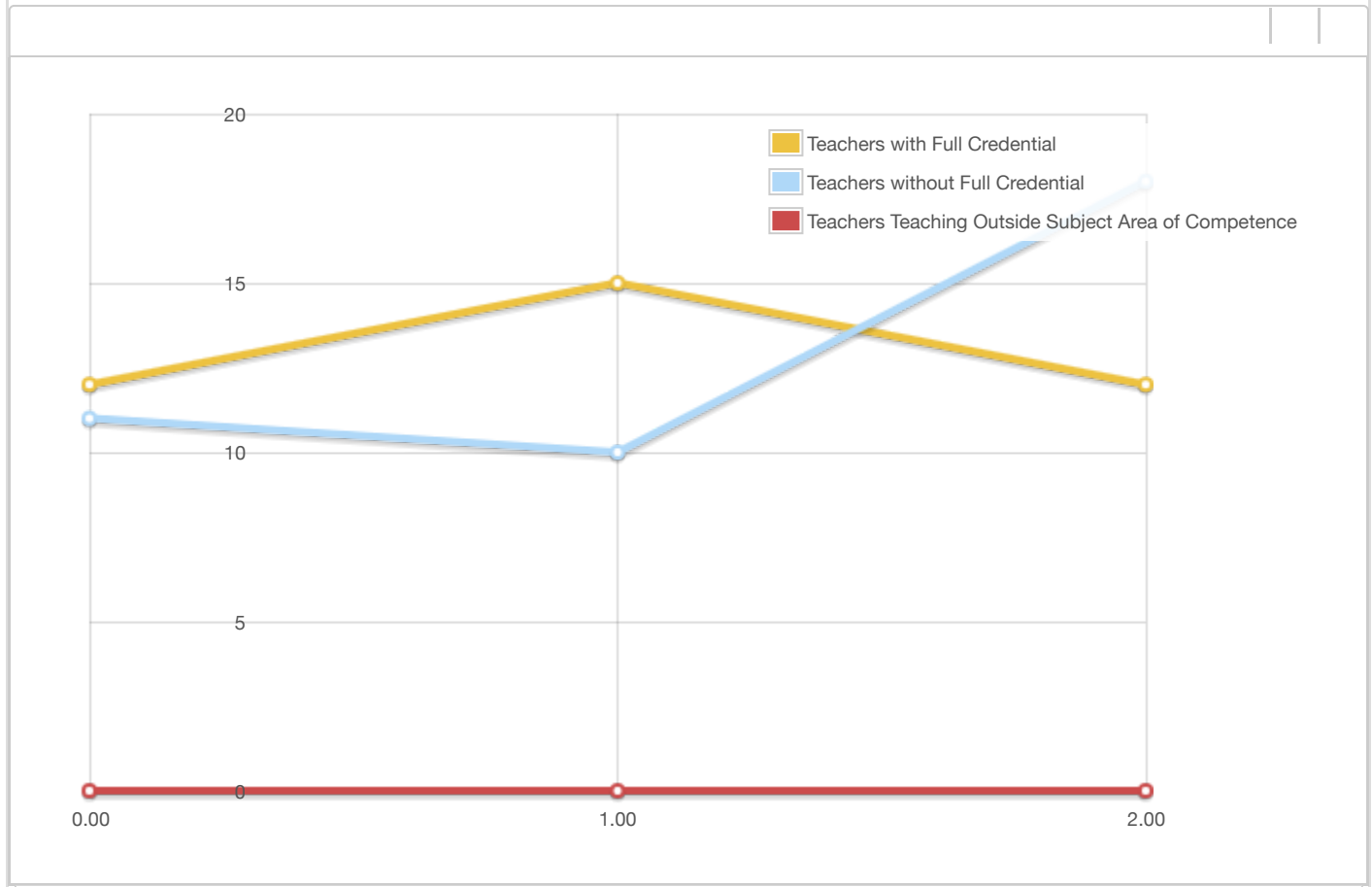
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

Teacher Credentials

| Teachers | School 2018– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| With Full Credential | 12 | 15 | 12 | 0 |
| Without Full Credential | 11 | 10 | 18 | 0 |

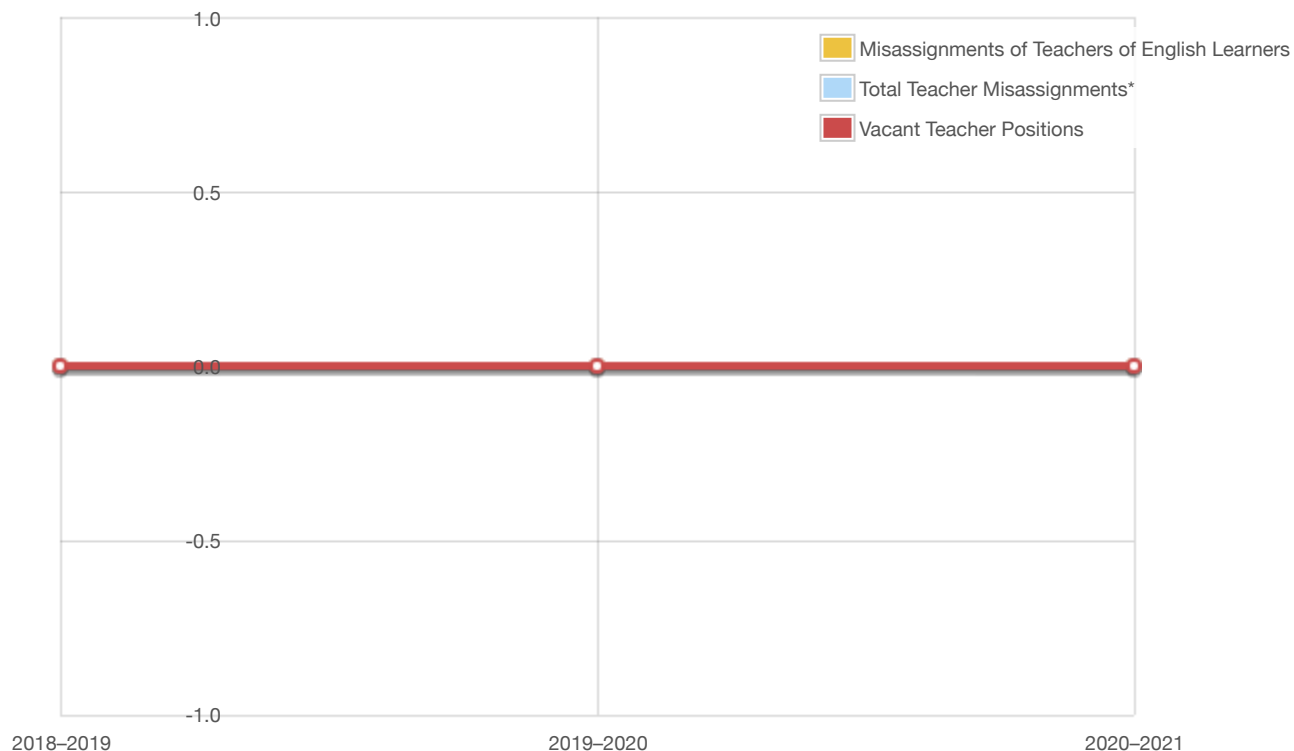
| Teachers | School 2018– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|---|-------------------------|-------------------------|-------------------------|---------------------------|
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 4/28/2021

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 4/28/2021

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

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | <p>The Writing Revolution, Judith Hochman</p> <p>PAF Structured Literacy Program</p> <p>Wonders</p> <p>Lindamood Bell Visualizing and Verbalizing</p> <p>Class Novels</p> | Yes | 0.00 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|----------------------------|--|
| Mathematics | Singapore Math Delta Math IXL Math ST Math Addison Wesley | Yes | 0.00 % |
| Science | TCI | Yes | 0.00 % |
| History-Social Science | TCI | Yes | 0.00 % |
| Foreign Language | no textbooks | Yes | 0.00 % |
| Health | Planned Parenthood Resources | Yes | 0.00 % |
| Visual and Performing Arts | no material required | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 4/28/2021

School Facility Conditions and Planned Improvements

The overall ranking of Chartwell School is Exemplary, with a combined average of the categories at 96.5%. During construction of a new building we found a gas leak which was repaired immediately. Also, we only had one sewer repair over the last year, which was due to a tampon buildup. It was a 4 day fix in which port-a-potties were brought in. Also, there is one no-flush urinal that is having drainage issues. But, because of COVID, we are not allowing the use of every other one (so this one is not being used). We have had to utilize more common spaces to space cohorts out (which has led to some surfaces being dirty, for example, our library is now used for painting).

Last updated: 4/28/2021

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: April 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | During construction of a new building we found a gas leak which was repaired immediately. Also, we only had one sewer repair over the last year, which was due to a tampon buildup. It was a 4 day fix in which port-a-pottys were brought in. Also, there is one no-flush urinal that is having drainage issues. But, because of COVID, we are not allowing the use of every other one (so this one is not being used). |
| Interior: Interior Surfaces | Good | We have had to utilize more common spaces to space cohorts out (which has led to some surfaces being dirty, for example, our library is now used for painting). |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | We have a gopher problem on our sports field which is being taken care. |
| Electrical: Electrical | Good | We have retrofitted all of our classrooms for LED lighting. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | |
| 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: April 2021

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 4/28/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 0% | N/A | 0% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 0% | N/A | 0% | N/A | 39% | N/A |

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

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

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

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

Last updated: 4/28/2021

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

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

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

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

Last updated: 4/28/2021

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

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

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

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

Last updated: 4/28/2021

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

| Subject | School 2018–2019 | School 2019–2020 | District 2018–2019 | District 2019–2020 | State 2018–2019 | State 2019–2020 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Science (grades 5, 8, and high school) | | N/A | | N/A | | N/A |

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

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

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

Last updated: 4/28/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

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

Last updated: 4/28/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

We do not offer these programs.

Last updated: 4/28/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 0 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00% |

Last updated: 4/28/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00% |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 100.00% |

Last updated: 4/28/2021

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 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

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

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

Last updated: 4/28/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

We have a parent representative who heads our Chartwell Family Network.

Families run schoolwide extracurricular events on and off campus outside of school hours.

Parents volunteer for events such as Special Friends Day and Fun Day and Teacher Appreciation Day.

Parents chaperone trips and are invited to classrooms to share experiences with the students.

Every Thursday we send out a parent newsletter called the Bulldog Bark to include parents in the happenings of the school.

We hold weekly Parent Teas for parents to share in community decisions as stakeholders.

We hold monthly workshops on various topics that many families attend.

Teachers share weekly newsletters and positive emails home and appreciate feedback.

Last updated: 4/28/2021

State Priority: Pupil Engagement

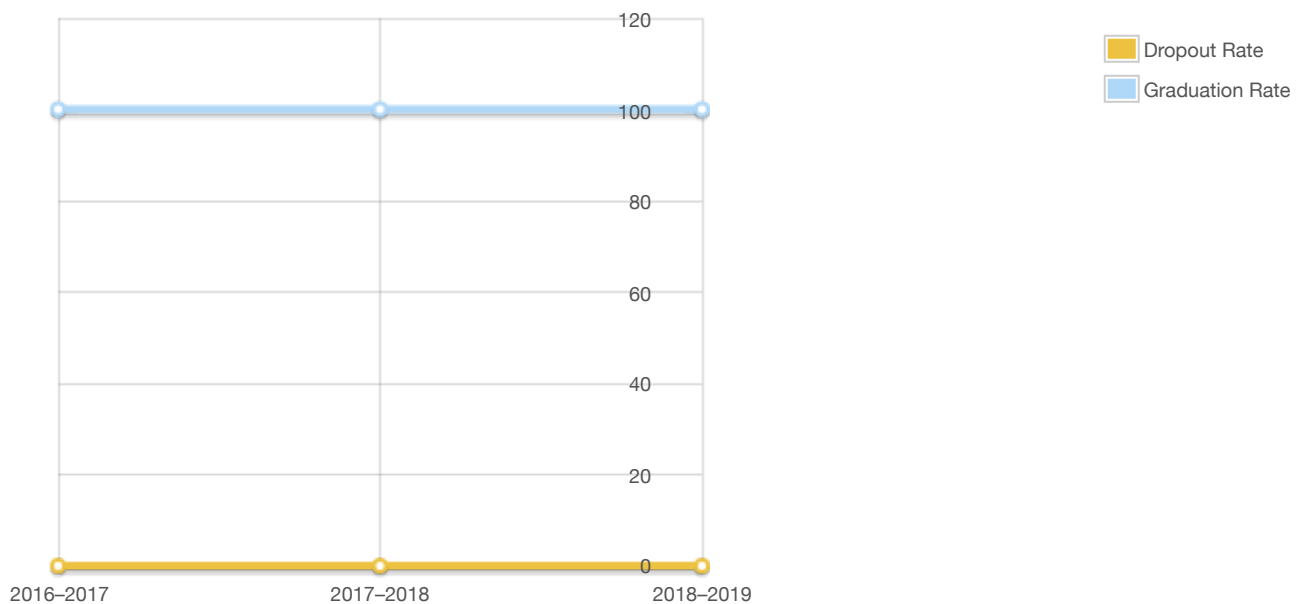
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2016– 2017 | School 2017– 2018 | School 2018– 2019 | District 2016– 2017 | District 2017– 2018 | District 2018– 2019 | State 2016– 2017 | State 2017– 2018 | State 2018– 2019 |
|--------------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 5.70% | 9.10% | 9.60% | 9.00% |
| Graduation Rate | 100.00% | 100.00% | 100.00% | 88.40% | 88.00% | 88.50% | 82.70% | 83.00% | 84.50% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 4/28/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Rate | School 2017–2018 | School 2018–2019 | District 2017–2018 | District 2018–2019 | State 2017–2018 | State 2018–2019 |
|-------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Suspensions | 3.00% | 3.00% | 0.00% | 0.00% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% |

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019–2020 | District 2019–2020 | State 2019–2020 |
|-------------|-----------------------------|-------------------------------|----------------------------|
| Suspensions | 2.00% | 3.00% | 2.50% |
| Expulsions | 0.00% | 0.00% | 0.10% |

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

Last updated: 4/28/2021

School Safety Plan (School Year 2020–2021)

Chartwell's Safety Plan is based on the Injury and Illness Prevention Plan, our "In Case of Emergency" plan (grab and go folders in each room, describing each situation and what to do) and our COVID safety plan. Each plan is reviewed yearly. COVID is reviewed at each tier, to change restrictions to accompany the appropriate level.

The IIPP deals with compliance, communication, hazard assessments, incident investigation, hazard correction, training and record keeping. The "grab and go" folders outline bomb threat, hazardous material, fire/explosion or other threats, earthquakes/severe weather response and lockin/lockdown - gun/weapon on campus procedures. Our COVID safety plan outlines the requirements and procedures, following the guidance of the MCBOE and CDC, to maintain a safe and healthy environment to help stop the spread of COVID-19.

Last updated: 4/28/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 0.00 | 0 | 0 | 0 |
| 1 | 0.00 | 0 | 0 | 0 |
| 2 | 0.00 | 0 | 0 | 0 |
| 3 | 10.00 | 1 | 0 | 0 |
| 4 | 10.00 | 1 | 0 | 0 |
| 5 | 10.00 | 1 | 0 | 0 |
| 6 | 10.00 | 1 | 0 | 0 |
| Other** | 10.00 | 2 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 0.00 | 0 | 0 | 0 |
| 1 | 0.00 | 0 | 0 | 0 |
| 2 | 0.00 | 0 | 0 | 0 |
| 3 | 10.00 | 1 | 0 | 0 |
| 4 | 10.00 | 1 | 0 | 0 |
| 5 | 10.00 | 1 | 0 | 0 |
| 6 | 10.00 | 1 | 0 | 0 |
| Other** | 10.00 | 3 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 0.00 | 0 | 0 | 0 |
| 1 | 0.00 | 0 | 0 | 0 |
| 2 | 5.00 | 1 | 0 | 0 |
| 3 | 10.00 | 1 | 0 | 0 |
| 4 | 10.00 | 1 | 0 | 0 |
| 5 | 10.00 | 1 | 0 | 0 |
| 6 | 10.00 | 2 | 0 | 0 |
| Other** | 10.00 | 4 | 0 | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 4/28/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English | 8.00 | | | |
| Mathematics | 8.00 | | | |
| Science | 10.00 | | | |
| Social Science | 10.00 | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* 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 2019–2020)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

* 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: 4/25/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 32 |

*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: 4/28/2021

Student Support Services Staff (School Year 2019–2020)

| Number of FTE* Assigned to School |
|---|
| Counselor (Academic, Social/Behavioral or Career Development) |
| 1.00 |

| Number of FTE* Assigned to School | |
|---|------|
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 1.00 |
| Psychologist | 0.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 2.00 |
| 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: 4/27/2021

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|---------------------------------|---|---|---------------------------|
| School Site | \$45315.36 | \$0.00 | \$45315.36 | \$65893.49 |
| District | N/A | N/A | \$45315.36 | \$65893.49 |
| Percent Difference – School Site and District | N/A | N/A | 45315.36% | 65893.49% |
| State | N/A | N/A | \$7750.12 | \$79209.00 |
| Percent Difference – School Site and State | N/A | N/A | 45315.36% | 65893.49% |

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

Last updated: 4/28/2021

Types of Services Funded (Fiscal Year 2019–2020)

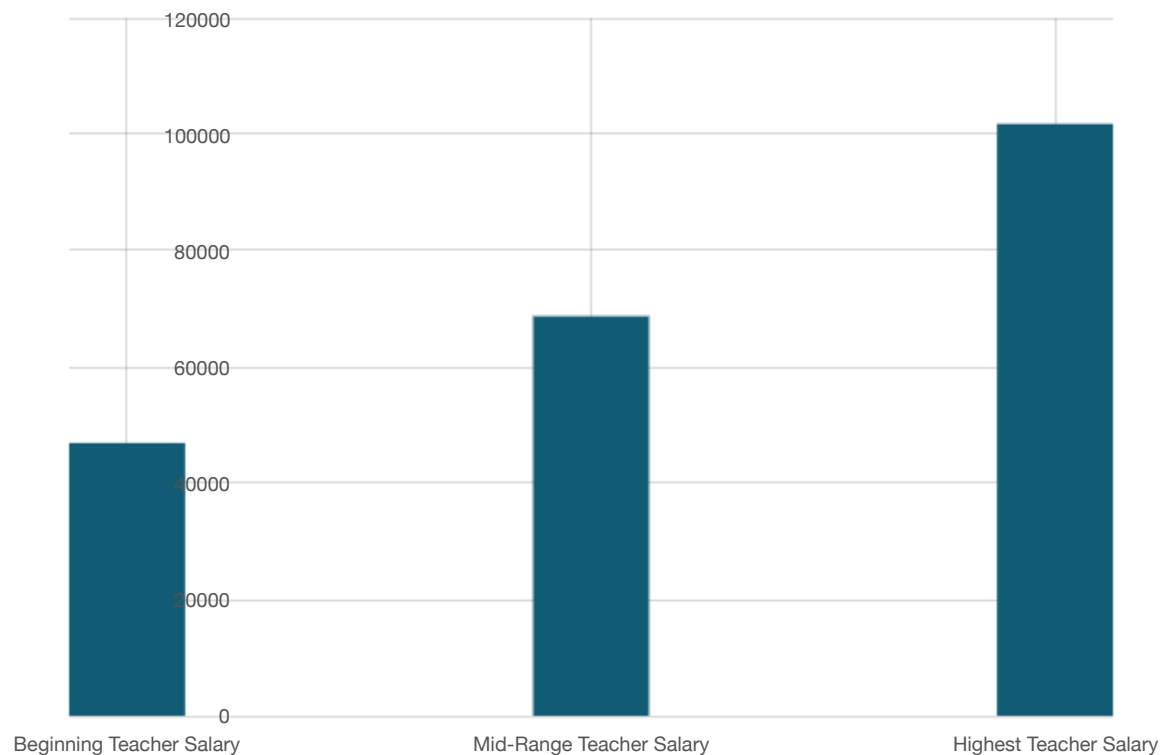
We have academic counselors, a behavior specialist, learning specialists, a speech and language pathologist, an occupational therapist. and class room aides and assistants.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

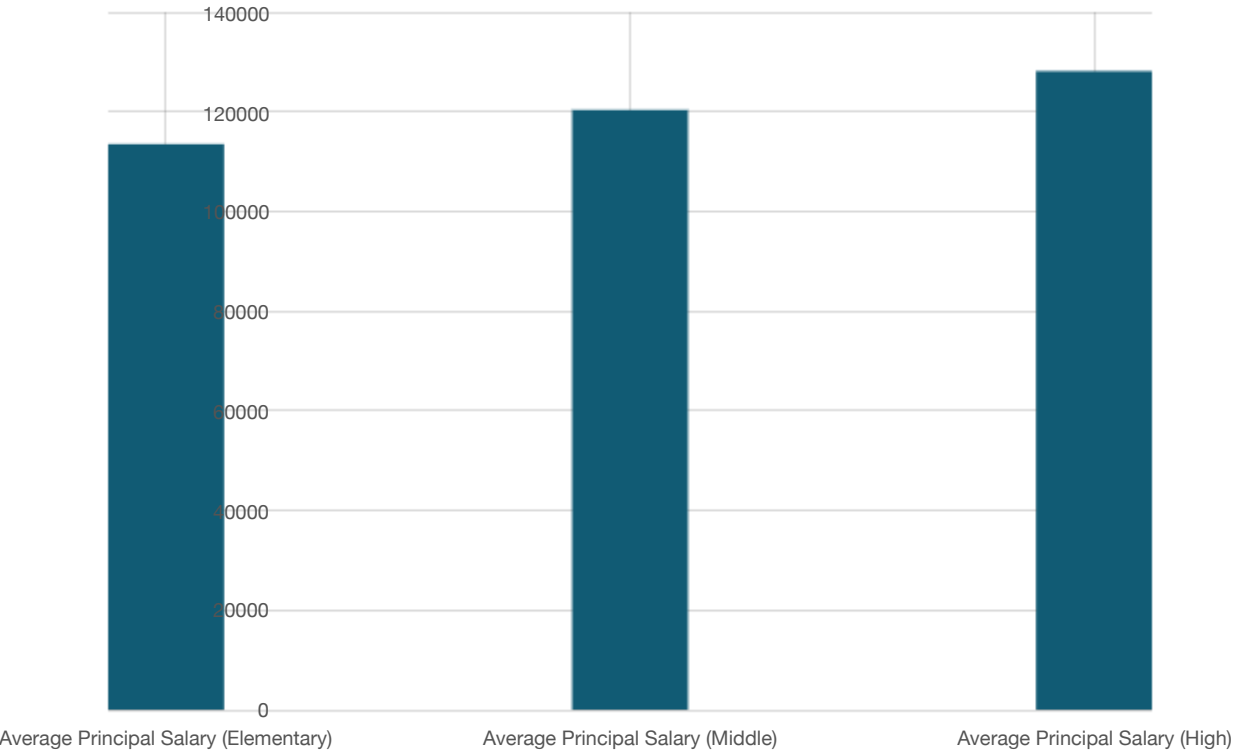
| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,924 | \$49,782 |
| Mid-Range Teacher Salary | \$68,732 | \$76,851 |
| Highest Teacher Salary | \$101,802 | \$97,722 |
| Average Principal Salary (Elementary) | \$113,507 | \$121,304 |
| Average Principal Salary (Middle) | \$120,366 | \$128,629 |
| Average Principal Salary (High) | \$128,148 | \$141,235 |
| Superintendent Salary | \$215,779 | \$233,396 |
| Percent of Budget for Teacher Salaries | 30.00% | 33.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 6.00% |

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 4/28/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0 |

*Where there are student course enrollments of at least one student.

Last updated: 4/28/2021

Professional Development

| Measure | 2018– 2019 | 2019– 2020 | 2020–2021 |
|---|---------------|---------------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 12 | 12 |

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