



ALLEGIANCE STEAM ACADEMY

SPECIAL MEETING OF THE BOARD OF DIRECTORS

January 26, 2022

6:00 pm

Meeting Location:

5862 C St., Chino, CA 91710

<https://zoom.us/j/94359222528>

Meeting ID: 943 5922 2528

Telephone: (669)900-6833

AGENDA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Allegiance STEAM Academy- Thrive charter school (“Allegiance STEAM Academy”), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors (“Board”). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: info@asathrive.org
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.”
3. “Public Comments” are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes. *Due to COVID-19 closure, please indicate in the chat box that you wish to speak.*
4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

I. Preliminary

A. Call to Order

The meeting was called to order by the Board Chair at _____.

B. Roll Call

	Present	Absent
Samantha Odo, Chairperson	_____	_____
Jason Liso, Treasurer	_____	_____
Marcilyn Jones, Secretary	_____	_____
Troy Stevens, Member	_____	_____
Claudia Reynolds, Member	_____	_____

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

D. Approval of Agenda for the Special Board Meeting for January 24, 2022

It is recommended that the Board of Directors approve the Agenda for Special Board Meeting for January 24, 2022.

Motion: _____ Second: _____ Roll Call: _____

II. Open Session:

A. PLEDGE OF ALLEGIANCE

B. ITEMS SCHEDULED FOR INFORMATION:

1. ASA Fontana Charter Petition Updates

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. School Accountability Report Card

(see [here](#))

It is recommended the Board of Directors:

Approve and adopt the School Accountability Report Card

Motion: _____ Second: _____ Roll Call: _____

D. COMMUNICATIONS

A. Comments from Board of Directors

E. ADJOURNMENT

1. It is recommended the Board of Directors:

Adjourn the Special Meeting of the Board of Directors for January 24, 2022

Motion: _____ Second: _____ Roll Call: _____

Allegiance STEAM Academy - Thrive
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	5862 C St. Chino, CA , 91710-4471	Principal:	Sebastian Cognetta, CEO
Phone:	(909) 465-5404	Grade Span:	K-8

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

- For more information about SARC requirements, 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.

About This School

Sebastian Cognition, CEO

Principal, Allegiance STEAM Academy - Thrive

About Our School

On behalf of the entire Allegiance STEAM Academy - Thrive (ASA), it is my pleasure to provide the public this School Accountability Report Card or "SARC". The purpose of the SARC is to provide the public with important information about our school. This SARC will provide the public important data about our school, our goals, as well as some recent accomplishments.

Contact

Allegiance STEAM Academy - Thrive
5862 C St.
Chino, CA 91710-4471

Phone: (909) 465-5404
Email: info@asathrive.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Chino Valley Unified
Phone Number	(909) 628-1201
Superintendent	Enfield, Norm
Email Address	norm_enfield@chino.k12.ca.us
Website	www.chino.k12.ca.us

School Contact Information (School Year 2020—2021)

School Name	Allegiance STEAM Academy - Thrive
Street	5862 C St.
City, State, Zip	Chino, CA , 91710-4471
Phone Number	(909) 465-5404
Principal	Sebastian Cognition, CEO
Email Address	info@asathrive.org
Website	http://asathrive.org/
County-District-School (CDS) Code	36676780137547

Last updated: 1/13/22

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

Allegiance STEAM Academy Thrive (ASA Thrive) was established in 2018 for students in grades Kindergarten through 8th grade in the Chino Valley and surrounding communities by a group of parents desiring school choice in their community. ASA Thrive operates under the authority of the Chino Valley Unified School District and is a STEAM-focused school complemented with World Languages, including Spanish and Mandarin.

The mission is to teach students the academic, social-emotional, and character skills needed to be college and career ready. ASA Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

We are ASA Thrive. We are part of the fabric of public education in the Chino Valley. We believe a STEAM-focused education provides students the competitive edge in future STEAM-related careers as well as those careers outside of the expanding STEAM umbrella. We take pride in providing a high-quality education for every child.

To realize the ambitious mission and vision, Allegiance STEAM Academy Thrive has developed three goals, included in the Local Control Accountability Plan:

All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.

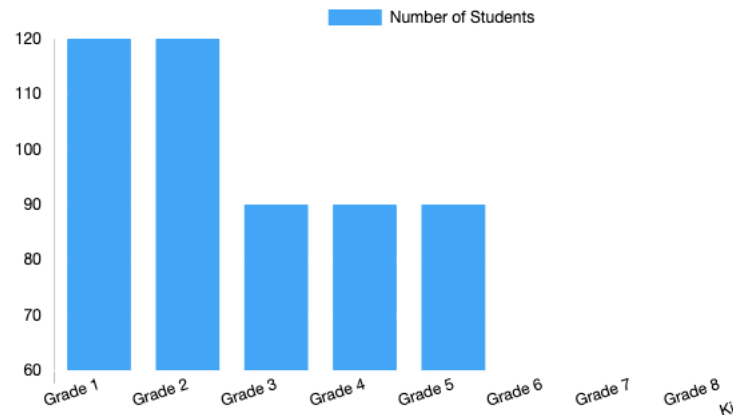
Allegiance STEAM Academy Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.

Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

Last updated: 1/13/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	120
Grade 2	120
Grade 3	90
Grade 4	90
Grade 5	90
Grade 6	60
Grade 7	60
Grade 8	60
Kindergarten	120
Total Enrollment	810



Last updated: 1/13/22

Student Enrollment by Student Group (School Year 2020—2021)

The enrollment displayed here is for 2018-19.

Student Group	Student Group
Black or African American	3.70%
American Indian or Alaska Native	0.20%
Asian	18.00%
Filipino	2.60%
Hispanic or Latino	55.70%
Native Hawaiian or Pacific Islander	0.40%
White	14.90%
Two or More Races	1.40%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	30.50%
English Learners	8.40%
Students with Disabilities	11.80%
Foster Youth	0.20%
Homeless	0.00%

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

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

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Reading Foundational Skills program in grades TK-3 Heinemann Units of Study for Reading and Writing in grades TK - 8	Yes	0%
Mathematics	Eureka Math in grades TK- 8	Yes	0%
Science	Discovery Education Techbooks in grades TK- 8	Yes	0%
History-Social Science	Studies Weekly in Grades TK-5th Discovery Education Techbooks in Grades 6 -8	Yes	0%
Foreign Language	Realidades for Spanish Language instruction	Yes	0%
Health	Positive Prevention Plus	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

The most recently collected Facility Inspection Tool (FIT) was performed in August, 2019, by facilities personnel from Chino Valley Unified School District.

Last updated: 1/13/22

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: August 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Exemplary
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Last updated: 1/13/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/13/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	NT	NT	NT	NT
Male	225	NT	NT	NT	NT
Female	225	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	67	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	77	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
Socioeconomically Disadvantaged	135	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/13/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	NT	NT	NT	NT
Male	225	NT	NT	NT	NT
Female	225	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	67	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	77	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
Socioeconomically Disadvantaged	135	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Students with Disabilities	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/13/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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: 1/13/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	NT	NT	NT	NT
Male	78	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	81	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	41	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/13/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

<p>null</p>

Last updated: 1/13/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/13/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/13/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

Last updated: 1/13/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

ASA Thrive recognizes that parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ASA Thrive maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program. We engage with families in a variety of manners, including conferences, family forums, Coffee with the Principal, newsletters, emails, social media, website, and phone calls.

Parents have a multitude of ways in which to engage with the school, including:

- Volunteering in school-sponsored events;
- Attending Back to School Night, Open House, parent/teacher conferences, and other school events; and
- Ensuring their child's attendance at school on a daily basis.

ASA Thrive's School Site Council comprised of parents, students, and staff, hold regular meetings to discuss school plans, budget priorities, as well as other school business.

The Parents and Community for Kids (PACK), a separate entity serving similarly to that of a PTO, fundraises and organizes school events to enrich the experience of students. Every parent is by default a member of the PACK. The extent to which they choose to participate is fully their choice.

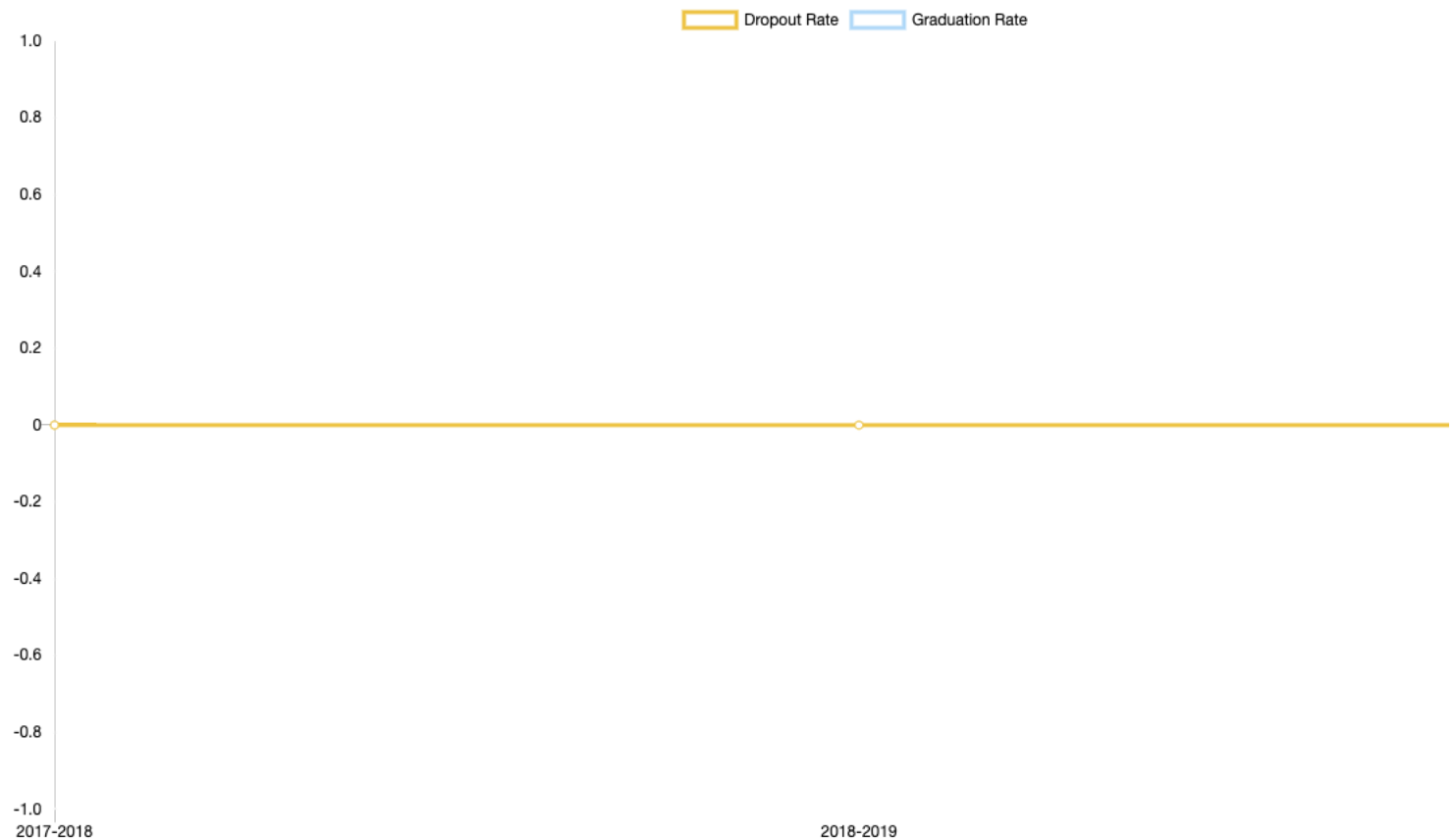
State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	0.00%	0.00%	0.00%	3.70%	5.70%	4.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	92.60%	91.50%	93.20%	84.50%	84.20%	83.60%



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.00%	1.04%	1.56%	1.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.06%	0.08%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.36%	0.36%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/13/22

School Safety Plan (School Year 2021-2022)

The School Safety Plan is comprehensive in nature, including explicit protocols for natural and man-made emergencies. The Plan was developed in summer, 2018, in collaboration with the Chino Fire and Police departments and informed by best practices. The plan is revised annually in July and introduced to the staff in August. The plan is reviewed in sections, on a monthly basis. Drills are held every month and each drill is debriefed and used to inform and improve the plan.

The School Site Council and Board of Directors review and adopt the plan every fall, as well.

The plan has since been revised in collaboration with the Risk Management division of the Chino Unified School District and in compliance with pertinent statutes including California Education Code 32282(a).

Due to best practices and for the safety of our community, elements of the plan are not shared in detail.

Due to the COVID-19 pandemic, the plan has been considerably revised to align with California Department of Public Health guidelines.

Last updated: 1/13/22

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 (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	30.00	1	3	
1	30.00		4	
2	30.00		4	
3	30.00		3	
4	30.00		3	
5	30.00		3	
6	30.00		2	
Other**				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	30.00		3	
1	30.00		4	
2	30.00		3	
3	30.00		2	
4	30.00		2	
5	30.00		2	
6	30.00		2	
Other**	0.00	2		

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	30.00		3	
1	30.00		4	
2	30.00		4	
3	30.00		3	
4	30.00		3	
5	30.00		2	
6	30.00		2	
Other**	0.00	1		

* 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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		2	
Math	27.00		2	
Science	26.00		3	
Social Science	27.00		2	

* 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	30.00		3	
Math	30.00	4	4	
Science	30.00		3	
Social Science	30.00		3	

* 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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		4	
Math	30.00		6	
Science	30.00		4	
Social Science	30.00		4	

Last updated: 1/13/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	810

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	4.00
Other	0.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8706.00	\$6752.00	\$1955.00	\$60506.00
District	N/A	N/A	--	\$86395.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/17/22

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

Types of Services Funded (Fiscal Year 2020–2021)

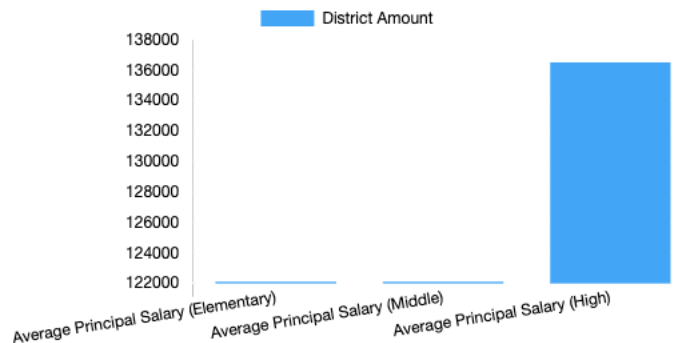
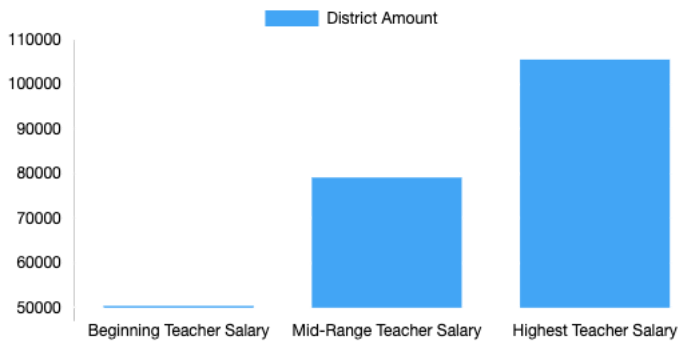
Services include speech, occupational therapy, counseling, adaptive physical education, licensed vocational nurse, orientation and mobility, braille support. Programs include STEAM labs, Mandarin, Spanish, Music/Drama, and Physical Education.

Last updated: 1/14/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50410.00	\$50897.00
Mid-Range Teacher Salary	\$79147.00	\$78461.00
Highest Teacher Salary	\$105552.00	\$104322.00
Average Principal Salary (Elementary)	\$121073.00	\$131863.00
Average Principal Salary (Middle)	\$122114.00	\$137086.00
Average Principal Salary (High)	\$136513.00	--
Superintendent Salary	\$277306.00	\$297037.00
Percent of Budget for Teacher Salaries	38.00%	32.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

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*	0.00%

Last updated: 1/14/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7