

## South Fork Junior - Senior High

# School Accountability Report Card Reported Using Data from the 2017—18 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/fq/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).

### 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.

## Cyndi Aguiar, Principal

Principal, South Fork Junior - Senior High

### About Our School

### Contact

*South Fork Junior - Senior High  
6831 Avenue of the Giants  
Miranda, CA 95553-0188*

*Phone: 707-943-3144  
E-mail: [cyndiaguiar@sohumusd.com](mailto:cyndiaguiar@sohumusd.com)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Southern Humboldt Joint Unified
<b>Phone Number</b>	(707) 943-1789
<b>Superintendent</b>	Don Boyd
<b>E-mail Address</b>	<a href="mailto:donboyd@sohumusd.com">donboyd@sohumusd.com</a>
<b>Web Site</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/">http://apps.humboldt.k12.ca.us/sohumwp/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	South Fork Junior - Senior High
<b>Street</b>	6831 Avenue of the Giants
<b>City, State, Zip</b>	Miranda, Ca, 95553-0188
<b>Phone Number</b>	707-943-3144
<b>Principal</b>	Cyndi Aguiar, Principal
<b>E-mail Address</b>	<a href="mailto:cyndiaquiar@sohumusd.com">cyndiaquiar@sohumusd.com</a>
<b>County-District-School (CDS) Code</b>	12630401237007

*Last updated: 1/6/2019*

### School Description and Mission Statement (School Year 2018—19)

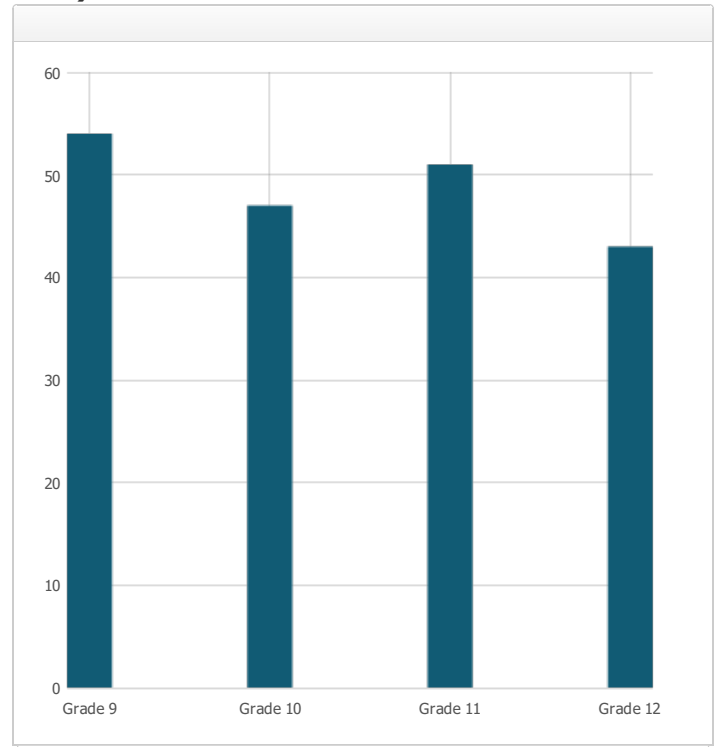
#### VISION STATEMENT

A South Fork High School graduate will have the skills to make responsible choices socially, personally, and educationally. Through an emphasis in literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals which making contributions to society. South Fork High is committed to developing literate and functional citizens who are able to cope, thrive, and live in a changing world. Our decisions will be based on being 100%. 100% Prepared, Attentive, Respectful, and Responsible.

*Last updated: 1/6/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 9	54
Grade 10	47
Grade 11	51
Grade 12	43
Total Enrollment	195



Last updated: 1/6/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	4.1 %
Asian	1.0 %
Filipino	0.0 %
Hispanic or Latino	14.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	75.9 %
Two or More Races	2.1 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.4 %
English Learners	2.1 %
Students with Disabilities	8.2 %
Foster Youth	1.0 %

## A. Conditions of Learning

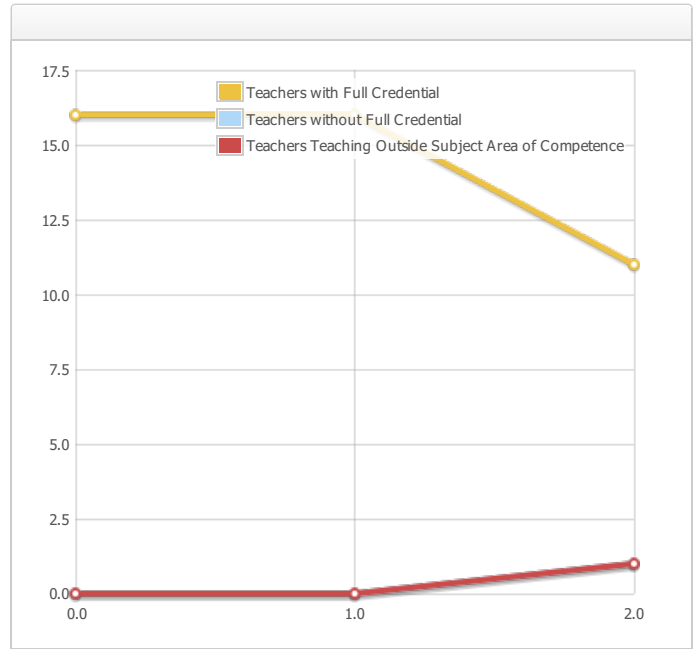
### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	11	39
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0



Last updated: 1/6/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/6/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>Literature, California Treasures, Course 4, Glencoe, 2010</b></p> <p><b>Literature, California Treasures, Course 5, Glencoe, 2010</b></p> <p><b>Literature, The American Experience, Prentice Hall</b></p> <p><b>Literature, World Masterpieces, Prentice Hall ERWC (Expository Reading and Writing Curriculum), various units and materials</b></p>	Yes	0.0 %
Mathematics	<p>College Preparatory Mathematics Core Connections Integrated I: CPM 2013 Adopted 2013</p> <p>College Preparatory Mathematics Core Connections Integrated II: CPM 2014 Adopted 2014</p> <p>College Preparatory Mathematics Core Connections Integrated III: CPM 2015 Adopted 2015</p> <p>Precalculus w/ Trigonometry, Key Curriculum 2005 Calculus, Key Curriculum Press 2008</p>	Yes	0.0 %
Science	<p><b>Biology, by Biggs, Higgins, Holiday, etal, Glenco: 2007</b></p> <p><b>Essentials of Anatomy &amp; Physiology by Martini, Bartholomew, Pearson: Prentice Hall 2007</b></p> <p><b>Physics: Conceptual Physics by Hewitt: Prentice Hall 2006</b></p> <p><b>Earth Science by Allison, DeGaetano, Pasachoff: Holt 2007</b></p> <p><b>Chemistry by Wilbraham, Staley, Matta, Waterman: Prentice Hall 2007</b></p>	Yes	0.0 %
History-Social Science	<p><b>Modern World History by Beek, Black, Krieger, Naylor, Shadbaka: McDougal Littlel 2005</b></p> <p><b>History Alive, TCI</b></p> <p><b>The American Vision Modern Times by Appleby, Brinkley, Brousard, McPhearson, Ritchie: Glencoe 2006</b></p> <p><b>Economics Principles &amp; Practices, by Clayton: Glencoe 2005</b></p> <p><b>American Government by McClenaghan: Prentice Hall 2004</b></p> <p><b>The American Pageant by Kennedy and Cohen for AP AP US History</b></p>	Yes	0.0 %
Foreign Language	<p>Realidades Prentice Hall 2011</p> <p>Como se dice? Houghton-Mifflin 2011</p> <p>On line platform APEX</p>	Yes	0.0 %
Health	Health, A Guide to Wellness by Merki, & Merki, 2001	Yes	0.0 %
Visual and Performing Arts	<p><b>Art:</b></p> <p><b>• Communicating through Graphic Design by</b></p>	Yes	0.0 %

- Kevin Gatta and Claire Mowbray Golding.**
- **Exploring Visual Design, 4th Edition by Joseph A.**
    - Gatto, Albert W. Porter, and Jack Selleck**
      - **Adoption Spring of 2016**
  - Music:**
  - **Master Theory (Books 1-5) by Peters & Yoder**
  - **Edly's Music Theory for Practical People by Roseman**
    - **Choral Connections by Tower**
    - **Improvising Jazz by Coker**
  - Drama:**
  - **Improvisation for the Theater" Third Edition, Viola Spolin**
  - **Improvisation Starters: A Collection of 900 Improvisation Situations for the Theater" by Philip Bernardi Year of Adoption 2010**
  - **Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin**
    - **Acting Through Improv: Improv Through Theatresports" by Lynda Belt & Rebecca Stockley**
      - **Year of Adoption 2010**

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/6/2019

## School Facility Conditions and Planned Improvements

Updated security system at both SFHS and MJH to have virtual key to activate and deactivate security remotely by a phone. HVAC systems on Music room and Wrestling, Weight rooms failure under warranty. Being fixed. Well pump shed behind football field rebuilt. Enter in yearly service agreement for advanced security for yearly maintenance and testing on fire system with building reports for state fire marshal compliance.

Since report, have hired 2 custodians for a total of 3 to be assigned to certain areas of responsibilities and will be evaluated on their assigned areas/duties.

*Last updated: 1/6/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	<b>Hiring of additional custodians to maintain facilities.</b>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Poor	<b>Hiring of additional janitors to maintain facilities.</b>
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	<b>Hiring of additional custodians to maintain facilities.</b>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Fair
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*Last updated: 1/6/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	51.0%	38.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	22.0%	31.0%	27.0%	37.0%	38.0%

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: 2/4/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	45	97.83%	51.11%
Male	21	20	95.24%	45.00%
Female	25	25	100.00%	56.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	35	35	100.00%	51.43%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	24	23	95.83%	39.13%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	46	100.00%	21.74%
Male	21	21	100.00%	19.05%
Female	25	25	100.00%	24.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	35	35	100.00%	20.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	24	24	100.00%	16.67%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 2/4/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

**Digital Media, Personal Finance, Marketing and Merchandising, Woodshop, Metal Shop, Media Productions, Office Occupations and Culinary Arts were offered. A variety of classes may be taken through concurrent enrollment with the College of the Redwoods. These courses allow for a hands on approach to learning. Many of the skills that are acquired in these courses can be applied in the work force**

Last updated: 2/4/2019

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	95
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

Last updated: 2/4/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	94.4%

# 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 2017—18)

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
9	26.1%	23.9%	28.3%

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.

Last updated: 2/4/2019

## 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 2018—19)

**School Site Council-meets throughout the school year Booster Club-meets monthly throughout the school year Volunteering on campus-ongoing**

**Back-to-School Night-Fall**

**Activity chaperones, co-curricular, and extra-curricular field trips-ongoing Coaching Athletics-throughout the school year**

**Southern Humboldt Family Partnership-monthly meetings Building Committee-ongoing**

**South Fork Booster Club, monthly meetings, volunteer opportunities**

**Bond Over Site Committee-ongoing Alternatives to Violence-6 week series Challenge Days-every 4 years**

# State Priority: Pupil Engagement

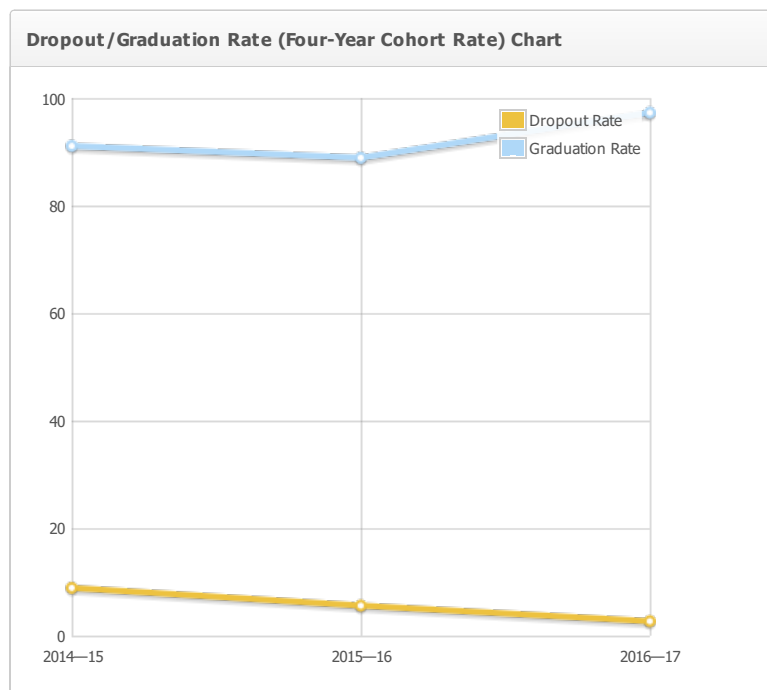
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	8.9%	5.6%	10.6%	8.8%	10.7%	9.7%
Graduation Rate	91.1%	88.9%	87.2%	86.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	2.7%	2.6%	9.1%
Graduation Rate	97.3%	100.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/4/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	94.3%	97.2%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	91.3%	95.8%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

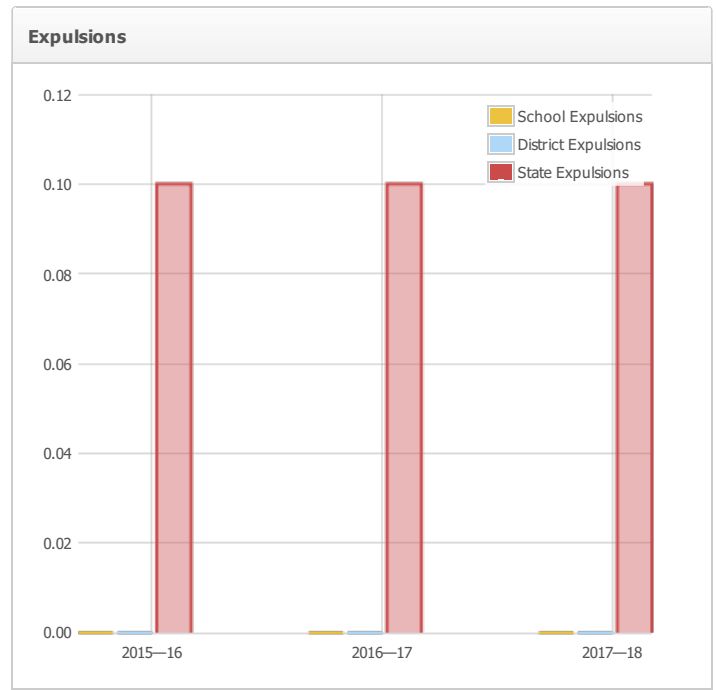
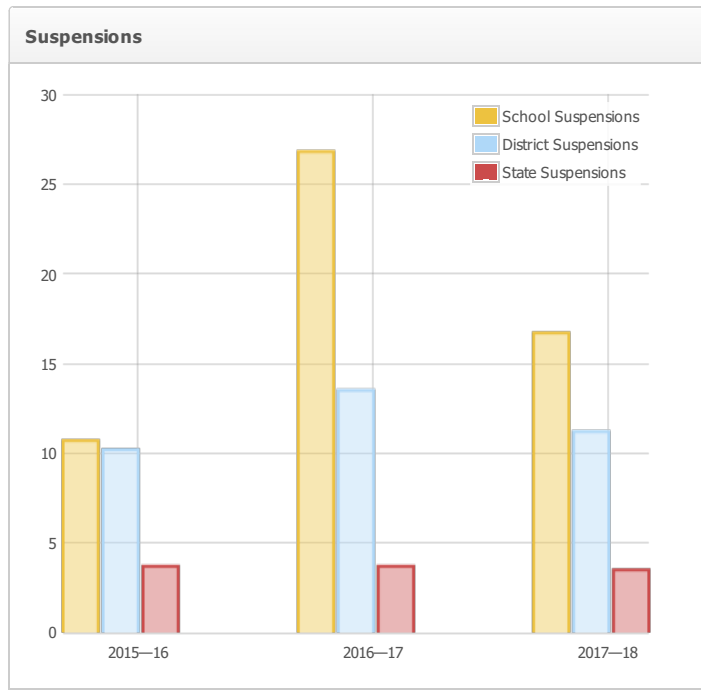
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	10.7%	26.8%	16.7%	10.2%	13.5%	11.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/4/2019

## School Safety Plan (School Year 2018—19)

The School Safety Plan is reviewed each year by the staff and Site Council before going to Board for approval. Drills are conducted according to regulations and the safety plan. The School Safety Plan has been a component of our WASC Accreditation Plan. The plans are discussed and updated in the spring of each year.

Last updated: 12/21/2018



## 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 (2015—16)

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

\* 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 (2016—17)

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

\* 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 (2017—18)

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

\* 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: 12/21/2018

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	11.0	15	3	
Mathematics	10.0	14	2	
Science	17.0	6	3	
Social Science	11.0	13	2	1

\* 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 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	11.0	14	3	
Mathematics	8.0	17	2	
Science	13.0	8	4	
Social Science	9.0	14	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 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	11.0	15	4	
Mathematics	9.0	18	3	
Science	11.0	9	3	
Social Science	11.0	12	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.

*Last updated: 12/21/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

\*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: 12/21/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7761.0	\$602.0	\$7159.0	\$63075.0
District	N/A	N/A	\$6058.0	\$54141.0
Percent Difference – School Site and District	N/A	N/A	118.0%	117.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	100.0%	99.0%

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

*Last updated: 1/7/2019*

## Types of Services Funded (Fiscal Year 2017—18)

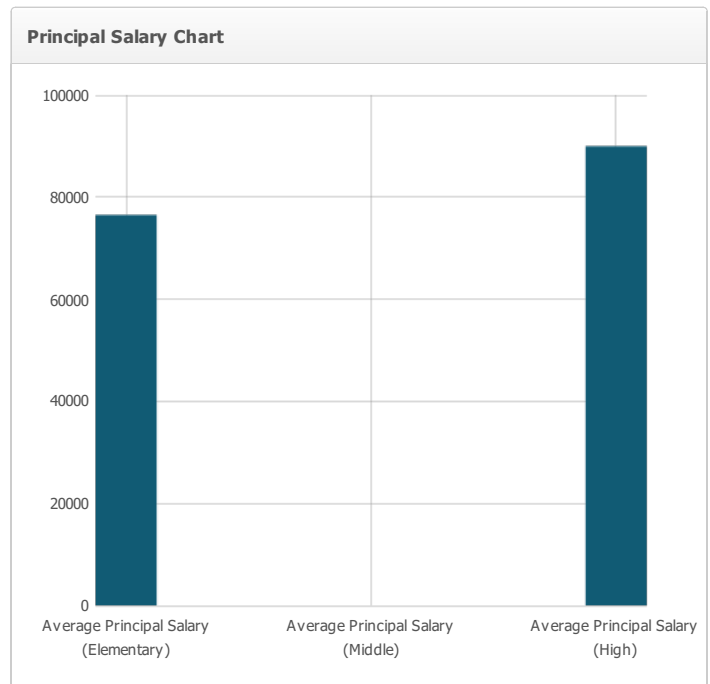
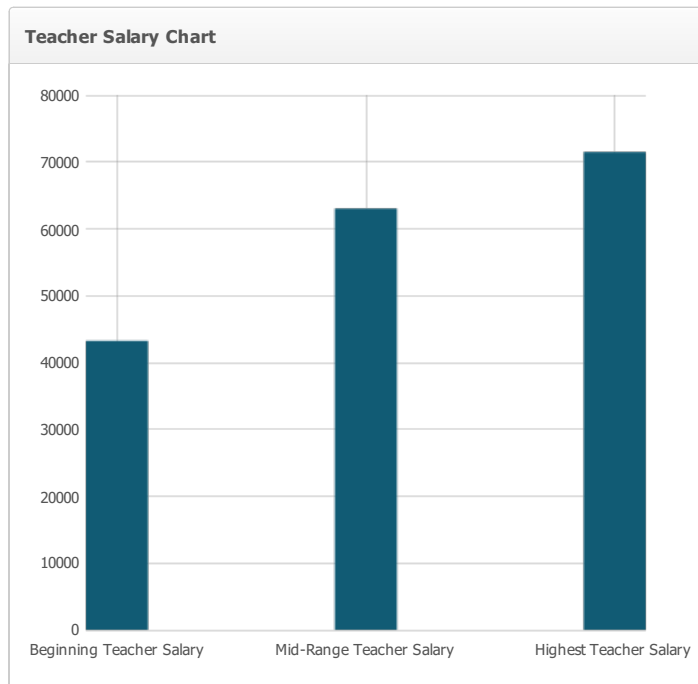
**Supplemental services provided include: academic and career support, career and technical education programs, group and individual counseling, special education services, 504 services, tutoring, college prep support, SAT reasoning and subject tests, on-line courses, afterschool remediation and credit recovery, computer labs and literacy, and English Learner Services.**

*Last updated: 12/21/2018*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,240	\$42,990
Mid-Range Teacher Salary	\$63,040	\$61,614
Highest Teacher Salary	\$71,500	\$85,083
Average Principal Salary (Elementary)	\$76,523	\$100,802
Average Principal Salary (Middle)	\$	\$105,404
Average Principal Salary (High)	\$90,000	\$106,243
Superintendent Salary	\$111,353	\$132,653
Percent of Budget for Teacher Salaries	26.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 12/21/2018*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	10.8%

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

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

*Last updated: 12/21/2018*

**Professional Development**

**Two days of paid time are paid prior to the school year and one day after.**

**Staff interested in attending conferences are encouraged to do so.**

**Staff attended Active Shooter Training. Spring 2018.**

*Last updated: 12/21/2018*