

San Luis Coastal Unified School District

Los Osos Middle School

Grade 6 through Grade 8

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2022-2023 School Accountability Report Card

Published During 2023-2024

<p>BOARD OF EDUCATION DEC 2023-NOV 2024</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Brian Clausen Eve Hinton Chris Ungar</p>	<p><i>Our Vision</i></p> <p>San Luis Coastal prepares each student for a life of purpose.</p> <p>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</p> <p><i>Our Mission</i></p> <p>San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</p>	<p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Lisa Yamashita Assistant Superintendent Educational Services</p>
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The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District's future.

2021-2025:

All Means All: All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

Respect and Integrity: Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

Collaboration and Civil Discourse: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

Culture of Care and Safety: Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students' voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

Continuous Improvement: Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 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.

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 Los Osos Middle School

School Description and Mission Statement

Los Osos Middle School is dedicated to a high standard of academic excellence for all students. Through a campus culture of caring and respect, as well as staff members who appreciate and understand this dynamic developmental stage of life, students receive rigorous and engaging instruction designed to nurture academic and personal growth, foster curiosity, develop student voice and passions, explore interests and cultivate connections between our students and their communities. Our school promotes social and academic equity for each learner and actively supports the mental, physical, emotional, and social welfare and safety of all students.

Los Osos Middle School has earned a reputation for providing learning environments that are safe, inclusive, and supportive of learning. Our teaming model at the sixth-grade level allows us to assist and support our students during this transition to middle school. Students have one teacher for English/language arts and social science and one for math and science. Students also can experience technology-rich STEAM electives in a multi-experience wheel. In 7th and 8th grade, students are on a traditional 6-period day. There are semester-long elective opportunities in the areas of 3D design, video production, art, yearbook, and robotics. There are also year-long elective opportunities such as AVID, Leadership, Band, Choir, and Spanish.

At Los Osos Middle School, we are proud of our students' achievements. We believe that these successes are a direct reflection and compliment to the talents and support of our students, parents, and community, as well as the professional competency and dedication of our teachers and staff members. We are committed to providing a strong, standards-based curriculum and innovative instructional strategies to all our students. Additionally, a continuous review of student outcomes following the Schools to Watch rubric, ensures that all students receive rigorous instruction that actively engages them in their learning. Outside of the classroom, co-curricular activities include sports and academic teams, as well as clubs.

Los Osos Middle School is a three-time National Forum and California Schools to Watch. The Schools to Watch designation requires a constant evaluation of the school's programs in areas of Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. Looking at each of these areas, the staff at Los Osos Middle School continues to strive for ongoing improvement.

Our facilities boast a beautiful library for student use, a multipurpose room, gymnasium and fitness center, all of which are set in a picturesque and historic corner of Los Osos, neatly tucked amongst the protected lands of a Chumash Indian archeological site and a nature preserve. Because of our facilities and central location, our campus is a hub of extracurricular activities for the Los Osos/Morro Bay communities.

Enrollment by Grade Level (2022-2023)

Grade Level	Number of Students
Grade 6	169
Grade 7	165
Grade 8	205
Total Enrollment	539

Enrollment by Group (2022-2023)

Group	Percent of Enrollment
Male	54%
Female	46%
Non-binary	%
African American	0.4%
American Indian or Alaska Native	0.7%
Asian	0.9%
Hispanic or Latino	25.8%
Filipino	3.7%
Pacific Islander	%
White (not Hispanic)	60.9%
Two or More	7.4%
Socioeconomically Disadvantaged	42.3%
English Learners	7.2%
Foster Youth	0.9%
Homeless	11.5%
Students with Disabilities	18.2%

A. CONDITIONS OF LEARNING

Teacher Preparation and Placement (School Year 2020-2021)

The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to, based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	25.10	84.13	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0	0	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	1.90	6.55	9.2	2.33	12115.80	4.41
Unknown	2.70	9.29	27.6	6.94	18854.30	6.86
Total Teaching Positions	29.90	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022) The following information will not be available for publishing on January 31, 2023. Date of release TBD by CDE.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	24.50	82.42	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	0.96	4853	1.74
Teachers without credentials and misassignments	1	3.36	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	2.20	7.38	13.40	3.24	11953.10	4.28
Unknown	2	6.81	20	4.83	15831.90	5.67
Total Teaching Positions	29.80	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	1
Vacant Positions	0	0
Total Teachers without credentials and misassignments	0	1

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.

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0.60	0.80
Local assignment options	1.30	1.30
Total Out-of-field teachers	1.90	2.20
Misassignments for English learners	0	0
No credential, permit or authorization to teach	0	0

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

**QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS
(SCHOOL YEAR 2023-24)**

Supplying staff and students with high-quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Subject	Textbooks and Instructional Materials	Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student	Yes	0
Mathematics	1 per student	Yes	0
Science	1 per student	Yes	0
History/Social Science	1 per student	Yes	0
Foreign Language	N/A	Yes	0
Health	N/A	Yes	0
Visual and Performing Arts	Suff. Instr. Materials	Yes	0
Science Laboratory Equipment (9-12)	Suff. Instr. Materials	Yes	0

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (6th City)	Heinemann	<i>Units of Study for Teaching Reading/Writing</i>
	2019	K-2	Heinemann	<i>Phonics Units of Study</i>
	2023	6 th (city)	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2022	6 th (LOMS), 7,8	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2021	6 th (LOMS), 7-8	Cengage	<i>Inside the USA</i>
	2022	7-8	Cengage	<i>Inside, Fundamentals-Level D</i>
	2023	K-1	McGraw Hill	<i>Maravillas/Wonders</i>
Mathematics	2023	2-6	Benchmark	<i>Adelante/Advance</i>
	2014	K-2	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7	College Preparatory Mathematics	<i>Core Connections, Course 2</i>
History/Social Science	2016	8	College Preparatory Mathematics	<i>Core Connections, Course 3</i>
	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2020	6	National Geographic Learning	<i>World History: Ancient Civilizations</i>
	2020	7	National Geographic Learning	<i>World History: Medieval and Early Modern Times</i>
Science	2020	8	National Geographic Learning	<i>US History: American Stories, Beginnings to World War I</i>
	2016	K-5	Delta Education	<i>FOSS Next Generation</i>
	2020	6	Delta Education	<i>FOSS Next Generation</i>
	2020	7	Delta Education	<i>FOSS Next Generation</i>
	2020	8	Delta Education	<i>FOSS Next Generation</i>

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <https://www.slcsd.org/departments/bgt/facility-planning>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, functional learning environment.

Age of School Buildings

Los Osos Middle School has 40 classrooms, a multipurpose room, a kitchen, a gymnasium, locker rooms, a fitness center, a library, and an office. The main campus was built in 1977; additions were constructed in 1978 and 1999.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service and ensure that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds, and Transportation office.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Year and month of the most recent FIT report: 9/30/23

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

B. PUPIL OUTCOMES

Pupil Achievement

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics give in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students (School Year 22-23)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (grades 3-8 and 11)	64	63	64	65	47	47
Mathematics (grades 3-8 and 11)	46	46	56	57	33	35

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	506	95	63
Male	282	269	95	58
Female	248	237	96	68
Asian	5	5	100	--
Filipino	20	20	100	40
Hispanic or Latino	143	140	98	59
White	316	297	94	67
Two or More Races	41	39	95	54
Socioeconomically Disadvantaged	226	219	97	51
English Learners	20	20	100	20
Students with Disabilities	88	83	94	25

Note: ELA/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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	497	94	46
Male	282	266	94	46
Female	248	231	93	45
Asian	5	5	100	--
Filipino	20	20	100	35
Hispanic or Latino	143	138	97	44
White	316	292	92	52
Two or More Races	41	37	90	43
Socioeconomically Disadvantaged	226	217	96	34
English Learners	20	20	100	0
Students with Disabilities	88	82	93	20

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (8 th grade)	50	59	45	51	29	30

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 22-23)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	179	91	59
Male	110	101	92	63
Female	86	78	91	54
Filipino	8	8	100	--
Hispanic or Latino	58	54	93	41
White	114	102	89	71
Two or More Races	12	11	92	64
Socioeconomically Disadvantaged	77	72	94	43
English Learners	8	8	100	--
Students with Disabilities	33	30	91	33

OTHER PUPIL OUTCOMES

California Physical Fitness Test Results (2021-22)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Student Participation Rate for each component by grade level				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	Flexibility
7	93.2%	95.1%	95.1%	93.1%	95.3%

C. ENGAGEMENT

Parental Involvement

Opportunities for Parental Involvement

The parents and community play a crucial part in the programs and success of Los Osos Middle School. The parents provide support through numerous activities such as volunteering in classrooms, chaperoning dances, participating in field trips, and helping supervise other activities. The formal avenues for parents to demonstrate their support are through our English Learners Advisory Council (ELAC), PTSA, and School Site Council, where their feedback and creative ideas help shape the instructional programs.

Pupil Engagement Chronic Absenteeism by Student Group (School Year 2022-2023)

Student Group	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent Rate %
All Students	563	555	152	27.4%
Male	304	302	83	27.5%
Female	259	253	69	27.3%
Non-binary				
African American	3	3	1	33.3%
American Indian or Alaska Native	5	5	1	20%
Asian	5	5	0	0%
Filipino	21	21	2	9.5%
Hispanic or Latino	146	145	37	25.5%
Pacific Islander				
White (not Hispanic)	342	335	99	29.6%
Two or more	40	40	11	27.5%
Foster Youth	6	6	0	0%
Homeless	75	73	28	38.4%
Socioeconomically Disadvantaged	248	246	77	31.3%
English Learners	39	39	4	10.3%
Students with Disabilities	110	109	40	36.7%

School Climate

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	0.41%	1.76%	6.75%	3.36%	0.2%	3.54%	2.45%	3.17%	3.6%
Expulsions	0%	0.11%	0.37%	0.04%	0%	0.11%	0.05%	0.07%	0.08%

Suspensions and Expulsions by Student Group (School Year 2022-2023)

Student Group	Suspension Rate	Expulsion Rate
All Students	6.75%	%
Male	11.84%	%
Female	0.77%	%
Non-binary	%	%
African American	%	%
American Indian or Alaska Native	%	%
Asian	%	%
Filipino	9.52%	%
Hispanic or Latino	2.74%	%
Pacific Islander	%	%
White (not Hispanic)	6.73%	0.63%
Two or more	12.50%	%
Foster Youth	%	%
Homeless	10.67%	2%
Socioeconomically Disadvantaged	8.47%	2%
English Learners	2.56%	%
Students with Disabilities	14.55%	1%

School Safety Plan

Our comprehensive safety plan addresses the following areas: assessment of school crime, procedures for school safety, child abuse reporting procedures, routine and emergency disaster plans, discipline policies and suspension/expulsion offenses consistent with the Education Code, sexual harassment policy, dress code, bus safety rules, safe school survey results, crisis response procedures, and collaborative relationships with local law enforcement and social agencies. The plan was last updated in September 2023 and shared with staff and our School Site Council in October 2023. Our staff receives yearly safety procedure in-services and participates in campus tours to identify the location of emergency equipment and to review emergency response protocols.

D. OTHER SARC INFORMATION

Average Class Size and Class Size Distribution (Secondary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class	Avg. Class Size	2020-21			Avg. Class Size	2021-22			Avg. Class Size	2022-23		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	10	11		22	5	13	1	23	4	12	1
Mathematics	18	16	6	1	18	12	10		19	14	5	1
Science	19	7	12		23	4	10	3	23	3	13	
Social Science	18	10	11		23	4	12	1	23	3	12	1
6th grade	21	15	33	2	27	31	12	2	24	10	30	

Student Support Services Staff (2022-2023)

The following table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	539
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1.6	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.6	
Resource	0.5	
Adaptive Physical Education	0.11	
Occupational Therapist	0.067	

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-2022)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fc/ec> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fc/cs>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$17,850	\$5,895	\$11,955	\$86,971
District			\$17,275	\$80,831
Percent Difference - School Site and District			-30.80%	7.60%
State			\$7,607	\$87,362
Percent Difference - School Site and State			57.16%	-0.45%

Types of Services Funded (2022-2023)

Funded services include instructional, transportation, operation, and administrative. Some of the programs funded by state and feral resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education	Limited English Proficiency, Title III
College Readiness	Special Education
English Language Instruction	Title I, Title IV Student Support & Academic Enrichment
Homeless Child Education	Vocational Education
Lottery	Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2021-2022)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fc/cs>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$50,354	\$54,190
Mid-Range Teacher Salary	\$75,212	\$85,111
Highest Teacher Salary	\$105,806	\$104,999
Average Principal Salary (Elementary)	\$132,560	\$132,492
Average Principal Salary (Middle)	\$155,240	\$140,987
Average Principal Salary (High)	\$151,385	\$153,884
Superintendent Salary	\$237,678	\$255,503
% of Budget for Teacher Salaries	31.12%	32.09%

Professional Development

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	59/43	45/27	78/9

Note: Full days/partial days



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school.