

San Luis Coastal Unified School District

Laguna Middle School

Grade 7 and 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 Laguna Middle School

School Description and Mission Statement

Laguna Middle School encompasses a large geographic area within San Luis Obispo and extends outward in all directions, containing rural and urban housing. There is a broad socioeconomic range with a mix of affluent, middle income and low-income families. Approximately 26.74% of the students are on the free/reduced lunch program and 8.47% of our students participate in our English Learner Program. The Laguna staff works diligently to identify struggling students and provide tiered interventions in our effort to support all students. The staff and community also work to ensure that our middle school students are connected to our campus through clubs, sports, and campus-wide events. A true culture of care is our objective. Laguna Middle School is dependent upon the partnership of staff, students, parents, and the community to continue to offer a challenging and varied program for our students. Our goals as a school site are:

- All staff and students are safe, connected, and supported as a part of the school community.
- All students are learning and thriving.

Enrollment by Grade Level (2022-2023)

Grade Level	Number of Students
Grade 7	427
Grade 8	362
Total Enrollment	789

Enrollment by Group (2022-2023)

Group	Percent of Enrollment
Male	52%
Female	48%
Non-binary	<1%
African American	1.4%
American Indian or Alaska Native	0.1%
Asian	3.5%
Filipino	0.6%
Hispanic or Latino	32.3%
Pacific Islander	0.4%
White (not Hispanic)	55.6%
Two or More	5.1%
Socioeconomically Disadvantaged	31.6%
English Learners	8.2%
Foster Youth	0.4%
Homeless	5.2%
Students with Disabilities	14.2%

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.

Teacher Preparation and Placement (School Year 2020-2021)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	34.80	85.65	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	0.40	0.98	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	1.20	3.02	9.2	2.33	12115.80	4.41
Unknown	4.20	10.32	27.6	6.94	18854.30	6.86
Total Teaching Positions	40.70	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	31.80	82.57	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	1.50	3.89	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	3	7.78	13.40	3.24	11953.10	4.28
Unknown	2.20	5.73	20	4.83	15831.90	5.67
Other Teaching Positions	38.50	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0.40	0.70
Misassignments	0	0.80
Vacant Positions	0	0
Total Teachers without credentials and misassignments	0.40	1.50

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	0.80	2.80
Local assignment options	0.40	0.20
Total Out-of-field teachers	1.20	3.00
Misassignments for English learners	0	2.90
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

Laguna Middle School has 42 classrooms, a multipurpose room, a gymnasium, locker rooms, a library, and an office. The main campus was built in 1968 and an addition was constructed in 1998.

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 will be modernized as part of the District Measure C project.

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: 11/2/23

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			Action taken or planned is tracked with School Dude
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)

Percent of Students Meeting or Exceeding the State Standards

Subject	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	68	64	65	47	47
Mathematics (grades 3-8 and 11)	57	63	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	775	754	97	68
Male	407	395	97	63
Female	364	355	98	73
Asian	28	28	100	79
Black or African-American	11	10	91	--
Hispanic or Latino	249	239	96	46
White	426	418	98	78
Two or More Races	52	50	96	70
Socioeconomically Disadvantaged	250	238	95	43
English Learners	48	43	90	7
Students with Disabilities	111	104	94	23

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	774	753	97	63
Male	407	394	97	63
Female	363	355	98	64
Asian	28	28	100	89
Black or African-American	11	10	91	--
Hispanic or Latino	248	239	96	39
White	426	417	98	75
Two or More Races	52	50	96	60
Socioeconomically Disadvantaged	249	237	95	37
English Learners	48	45	94	4
Students with Disabilities	111	103	93	25

**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 (5 th grade)	51	51	45	51	29	30

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	356	98	51
Male	201	197	98	51
Female	161	158	98	52
Asian	15	15	100	73
Hispanic or Latino	124	119	96	29
White	187	185	99	65
Two or More Races	27	27	100	41
Socioeconomically Disadvantaged	124	121	98	27
English Learners	24	23	96	0
Students with Disabilities	57	55	96	16

OTHER PUPIL OUTCOMES

California Physical Fitness Test Results (2022-23)

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

Laguna Middle School offers a multitude of ways for parents to become involved with the school. Through signups at the beginning of the year, and via the volunteer opportunities throughout the year, many parents commit to be involved according to their availability and areas of interest. The options available include school day activities within the classroom and during breaks, providing support for students in reading intervention, assisting with teacher materials preparation, volunteering in the office and library, and membership on the School Site Council, PTA, and English Learner Advisory Committee. We also rely on parent volunteers for a variety of parent planning committees and chaperoning events. Large events such as our 3-Mile Run and our 8th Grade Promotion Events rely heavily on the help of our parent volunteers. The school newsletters regularly seek to involve parents in active participation in school departments' student activities. Parent Education Nights and principal's coffees provide an opportunity for parents to learn about a variety of topics related to their child's development. For further information, please call the school at 805-596-4055.

Pupil Engagement

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

Student Group	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent Rate %
All Students	814	810	187	23.1%
Male	426	423	97	22.9%
Female	384	383	89	23.2%
Non-binary	4	4	1	25%
African American	11	11	3	27.3%
American Indian or Alaska Native	1	1		%
Asian	29	28	2	7.1%
Filipino	5	5	1	20%
Hispanic or Latino	265	263	73	27.8%
Pacific Islander	3	3		%
White (not Hispanic)	448	447	101	22.6%
Two or more	43	43	7	16.3%
Foster Youth	3	3	2	66.7%
Homeless	54	52	21	40.4%
Socioeconomically Disadvantaged	285	282	101	35.8%
English Learners	70	69	22	31.9%
Students with Disabilities	129	129	53	41.1%

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	2.67%	7.6%	6.76%	1.76%	3.36%	3.54%	2.45%	3.17%	3.6%
Expulsions	0.12%	0.13%	1.11%	0.11%	0.04%	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	6.76%	1.11%
Male	10.09%	2.11%
Female	3.13%	%
Non-binary	%	%
African American	9.09%	%
American Indian or Alaska Native	%	%
Asian	10.34%	%
Filipino	%	%
Hispanic or Latino	10.19%	3.02%
Pacific Islander	%	%
White (not Hispanic)	5.13%	0.22%
Two or more	%	%
Foster Youth	%	%
Homeless	16.67%	1.85%
Socioeconomically Disadvantaged	13.68%	2.81%
English Learners	10%	2.86%
Students with Disabilities	17.05%	2.33%

School Safety Plan

The Laguna Safe Schools Plan is reviewed and updated each year by the School Safety Committee. The plan covers all events, including fire, spills, earthquake, nuclear, campus intruder, evacuation, sheltering, safety, and sanitation. The plan was updated and reviewed with staff and the School Site Council in September 2023.

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	19	29	20		19	35	9		22	14	24	
Mathematics	19	14	22	1	23	11	20	1	24	8	27	
Science	26	2	27		26	1	26		26	5	25	
Social Science	23	8	22		24	9	19		24	8	22	

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	1.8	438.33
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1.2	
Nurse	0.29	
Speech/Language/Hearing Specialist	0.73	
Resource	0.5	
Adaptive Physical Education	0.11	
Occupational Therapist	0.2	

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	\$15,318	\$4,348	\$10,970	\$84,780
District			\$17,275	\$80,831
Percent Difference - School Site and District			-36.50%	4.89%
State			\$7,607	\$87,362
Percent Difference - School Site and State			44.21%	-2.96%

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%
% of Budget for Admin Salaries	4.94%	5.25%

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, parents and community members should contact the school principal or the district office.