Pajaro Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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.

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.

2023-24 School Contact Information

School Name	Pajaro Middle School
Street	250 Salinas Road

City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6238
Principal	Kathryn Kriscunas
Email Address	kathryn_kriscunas@pvusd.net
School Website	https://pms-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049753

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Our School
Pajaro Middle School is a student centered professional community of teaching and learning. All of our programs are focused on creating independent learners who are socially and emotionally supported. We are an assets based institution of learning with an ever evolving growth mindset. Our daily instruction revolves around academic discourse and supports acceleration toward higher student achievement.

Our Mission
We are dedicated to a culturally responsive and positive learning community for students; one in which cooperation and respect are valued, care and support are nurtured, and academic acceleration is expected. Our mission is to help all learners reach their highest potential and to prepare the youth of our community for college, career and life.

Our Vision
We in the PRIDE community are dedicated to creating physically, emotionally, and intellectually safe environments that foster belonging and respect, so that students engage in rigorous and relevant learning experiences that maintain high expectations.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	155
Grade 7	142
Grade 8	143
Total Enrollment	440

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Filipino	0.2%
Hispanic or Latino	98.9%
White	0.9%
English Learners	47.3%
Foster Youth	0.2%
Homeless	19.5%
Migrant	18.2%
Socioeconomically Disadvantaged	98.6%
Students with Disabilities	15%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.80	59.78	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.03	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.20	31.17	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.80	4.02	59.80	6.70	18854.30	6.86
Total Teaching Positions	19.80	100.00	893.30	100.00	274759.10	100.00

Note: 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.70	76.69	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	14.57	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.80	8.74	43.40	4.93	15831.90	5.67
Total Teaching Positions	20.50	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	1.00
Misassignments	4.40	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.20	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.7	9.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology
All students have been provided a Chromebook and if necessary, a hotspot. . We have networked computers in the library and between two and four networked computers in each classroom.

Textbooks

We choose our textbooks from lists that have been approved by state education officials. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. Our district/site adopted math curriculum is Big Ideas. My Perspectives is our district/site adopted language arts curriculum. We have recently adopted English 3D for designated ELD and TCI for social studies. We are also currently piloting a science curriculum.

Common Core

For more than ten years, panels of scholars decided what California students should learn and be able to do. Their decisions were known as the California Content Standards, and they apply to all public schools in the state. The current transition to Common Core in various areas has led to a transition in some curriculum. Previous standards still exit in social studies and the textbooks we use and the tests given are based on these content standards. The Common Core adoptions in mathematics and language arts and the New Generation Science standards are aligned with over thirty states across the nation and focus on creating a rigorous and challenging curriculum for all students.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	iReady, Curriculum Associates;2023	Yes	0%
Science	Amplify Science/2019	Yes	0%

			Yes	0%
History-Social Science	TCI History Alive!/2018		Yes	0%
Foreign Language				0%
Health	Positive Prevention Plus/2018			0%
Visual and Performing Arts				0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

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 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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	18	28	26	47	46
Mathematics (grades 3-8 and 11)	9	8	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	447	435	97.32	2.68	18.20
Female	221	213	96.38	3.62	23.00
Male	226	222	98.23	1.77	13.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	442	430	97.29	2.71	17.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	188	181	96.28	3.72	3.33
Foster Youth	--	--	--	--	--
Homeless	103	100	97.09	2.91	10.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	441	430	97.51	2.49	17.95
Students Receiving Migrant Education Services	72	68	94.44	5.56	14.93
Students with Disabilities	69	66	95.65	4.35	1.52

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	446	434	97.31	2.69	8.29
Female	220	210	95.45	4.55	7.62
Male	226	224	99.12	0.88	8.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	441	429	97.28	2.72	8.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	188	181	96.28	3.72	0.00
Foster Youth	--	--	--	--	--
Homeless	103	101	98.06	1.94	7.92
Military	0	0	0	0	0
Socioeconomically Disadvantaged	440	428	97.27	2.73	8.18
Students Receiving Migrant Education Services	72	68	94.44	5.56	8.82
Students with Disabilities	69	66	95.65	4.35	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.78	8.45	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	143	96.62	3.38	8.45
Female	73	69	94.52	5.48	10.29
Male	75	74	98.67	1.33	6.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	144	139	96.53	3.47	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	46	43	93.48	6.52	0.00
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	140	97.22	2.78	7.91
Students Receiving Migrant Education Services	31	29	93.55	6.45	3.45
Students with Disabilities	24	21	87.50	12.50	0.00

B. Pupil Outcomes	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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	50.3	48.3	41.4	48.3	48.3

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our School Site Council, which includes parent members, annually approves our school program plan and some budget expenditures. Parents of English Learners are invited to join our English Language Advisory Committee which meets monthly. Migrant parents are also invited and encouraged to attend monthly meetings where specific topics related to student success are featured. Different series of parent workshops are offered throughout the year, and parents are invited and encouraged to participate.

Our parents support Pajaro Middle School by raising funds and organizing and/or volunteering at events. We always welcome parent involvement at our school.

Principal Kathryn Kriscunas is the contact person for parent involvement and can be reached at (831) 728-6455.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	463	179	38.7
Female	232	227	81	35.7
Male	238	236	98	41.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	465	458	177	38.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	254	251	93	37.1
Foster Youth	4	4	3	75.0
Homeless	110	108	32	29.6
Socioeconomically Disadvantaged	464	458	178	38.9
Students Receiving Migrant Education Services	82	82	39	47.6
Students with Disabilities	74	74	34	45.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	13.96	17.23	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.83	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.23	0
Female	14.66	0
Male	19.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	17.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	18.11	0
Foster Youth	0	0
Homeless	15.45	0
Socioeconomically Disadvantaged	17.24	0
Students Receiving Migrant Education Services	20.73	0
Students with Disabilities	31.08	0

2023-24 School Safety Plan

Our Safe School Plan focuses on people, programs, and the physical environment. The administration, School Site Council, and district assistant superintendent review the plan annually.

We nurture and direct students' values and maintain a safe and controlled campus through regular lessons in student advisory periods to remind students about the school safety and behavior guidelines. Our first lesson focused on student safety was during the second week of school in August 2023. Safety information focused on the social emotional wellbeing of our students was also shared with the LMS staff during our SBC days in August of 2023, ALICE training took place on Nov. 17, 2023 and at least 4 drills have taken place since August 2023 to prepare our students for Earthquakes, Shelter in Place, and Fire. We celebrate positive behaviors that students display using several types of recognition programs such as Five Star as well as organize assemblies and group celebrations such as ELL Reclassification, recognition of students with 2.0 - 2.99 GPA, positive attendance, Honor roll students with a 3.0 - 3.49 GPA, and Principal's List with a 3.5 and above GPA. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. A strong and vigilant group of staff members provide active supervision before, during, and after school. We conduct the district required fire, earthquake, intruder/lockdown, ALICE, and shelter-in-place drills. We work with the Santa Cruz County Office of Education and annually update our Santa Cruz County Safe Schools Consortia Emergency Management Plan to ensure that the plan is current and meets the Safe Schools criteria.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	10	
Mathematics	26	2	10	
Science	26	2	10	
Social Science	26	2	10	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	12	
Mathematics	25	2	10	
Science	25	2	10	
Social Science	24	2	10	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	13	11	1
Mathematics	20	6	8	1
Science	25	2	9	0
Social Science	26	0	10	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	440

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,220.04	$2,623.06	$5,738.64	$61,774.85
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	16.6	-16.2
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-28.0	-37.9

Fiscal Year 2022-23 Types of Services Funded

Federal and state funds are designated for; our English Learner specialist, additional teachers to help lower class sizes, supplemental materials, exploratory resources, increased supervision, interventions for our English Learners, and a portion of the school's technology program. These funds also provide books, material, incentives and recognition of student achievement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Site leadership believes strongly in, and facilitates, participatory decision making within departments, leadership teams, and staff meetings, where the staff strives for consensus around major decisions. Parent and student groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Migrant Parent Association, and the Associated Student Body are closely involved in making decisions about parent workshop topics and in monitoring the school plan. All Lakeview staff believes that parent involvement and input are vital to a healthy and effective educational program.

Our school and the district offer numerous training opportunities throughout the year to support goals for increased student achievement. Staff members have regular opportunities for both onsite and offsite training and collaboration. Onsite collaboration between teachers with specific guidelines and accountability is the preferred, research-based method of professional development at Lakeview. All professional development is aligned with the school's student achievement goals, and teachers are asked to bring their learning experiences back to share with the entire staff. All teachers new to the district receive additional support and training. Lakeview teachers attend district-led professional development around curriculum and instruction, restorative practices, MTSS, and social-emotional learning. Teachers also support one another through teacher-led professional development presentations and coaching.

The primary focus of professional development for the 2023-24 school year is on best practices to address the development of Student Academic Discourse, Social Emotional Learning, and PBIS.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4		10