

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

### School Accountability Report Card

### Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

## Marian Hall, Director of Special Education/SELPA

- Principal, Modoc County Special Education

### About Our School

#### Contact

Modoc County Special Education  
139 Henderson St.  
Alturas, CA 96101-3921

Phone: 530-233-7110

Email: [mhall@modoccoe.k12.ca.us](mailto:mhall@modoccoe.k12.ca.us)

### About This School

#### Contact Information (School Year 2020–2021)

| District Contact Information (School Year 2020–2021) |  |
|--|--|
| District Name  | Modoc County Office of Education   |
| Phone Number   | (530) 233-7101   |
| Superintendent                                       | Mike Martin  |
| Email Address  | <a href="mailto:mmartin@modoccoe.k12.ca.us">mmartin@modoccoe.k12.ca.us</a> |
| Website  | <a href="http://www.modoccoe.k12.ca.us">http://www.modoccoe.k12.ca.us</a>  |

| School Contact Information (School Year 2020–2021) |                                |
|--|--------------------------------|
| School Name  | Modoc County Special Education |

|  |  |
|--|--|
| <b>Street</b>                            | 139 Henderson St.  |
| <b>City, State, Zip</b>                  | Alturas, Ca, 96101-3921  |
| <b>Phone Number</b>                      | 530-233-7110   |
| <b>Principal</b>                         | Marian Hall, Director of Special Education/SELPA                       |
| <b>Email Address</b>                     | <a href="mailto:mhall@modoccoe.k12.ca.us">mhall@modoccoe.k12.ca.us</a> |
| <b>Website</b>                           | <a href="http://modoccoe.k12.ca.us">http://modoccoe.k12.ca.us</a>      |
| <b>County-District-School (CDS) Code</b> | 25102566069314   |

*Last updated: 1/5/2021*

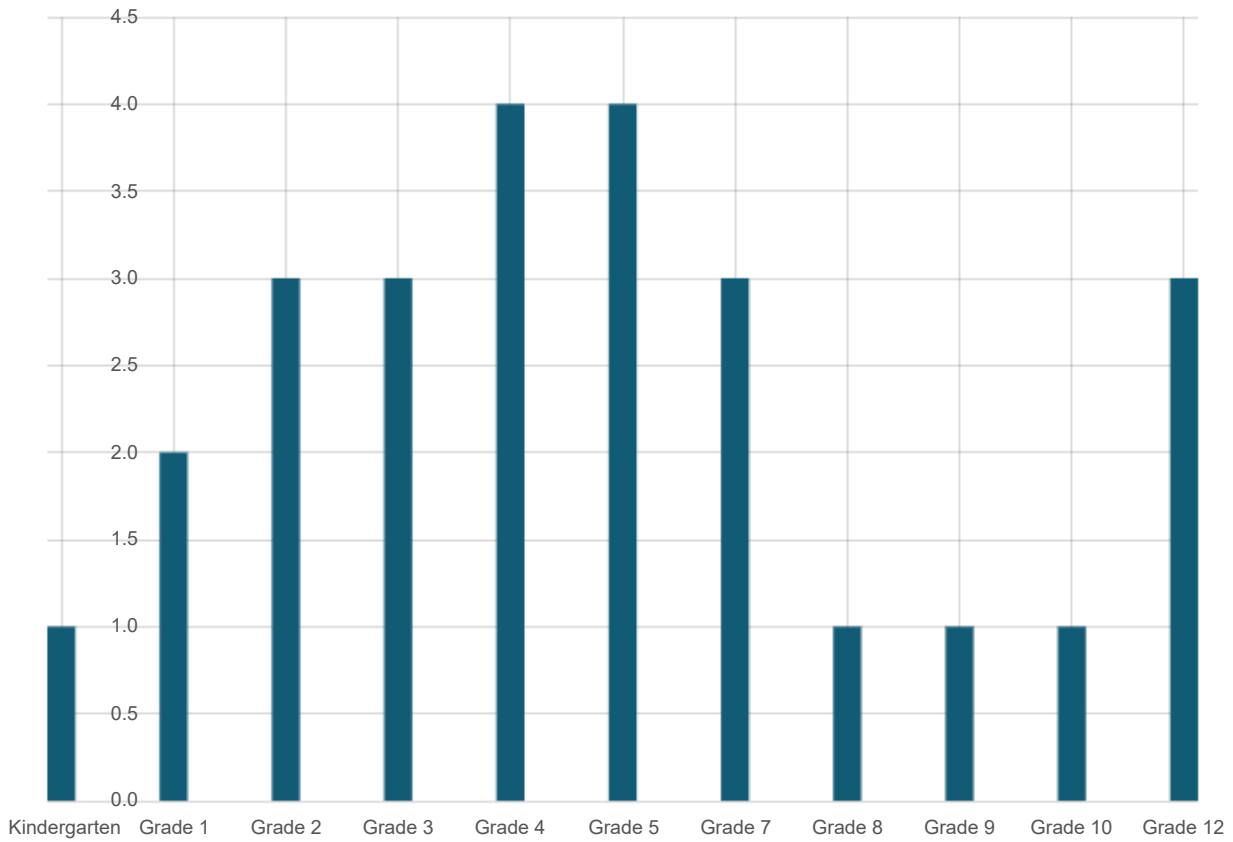
### School Description and Mission Statement (School Year 2020–2021)

The Modoc County SELPA is dedicated to operating the best small, rural SELPA in California by partnering with our local districts. We provide students with special needs an outstanding opportunity because of our small class sizes and personalized attention to instructional detail. Our students have exceptional opportunities for learning.

*Last updated: 1/5/2021*

### Student Enrollment by Grade Level (School Year 2019–2020)

| <b>Grade Level</b>        | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 7 | Grade 8 | Grade 9 | Grade |
|---------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| <b>Number of Students</b> | 1            | 2       | 3       | 3       | 4       | 4       | 3       | 1       | 1       | 1     |



Last updated: 1/5/2021

### Student Enrollment by Student Group (School Year 2019–2020)

| Student Group                      | Black or African American       | American Indian or Alaska Native | Asian                      | Filipino     | Hispanic or Latino |
|------------------------------------|---------------------------------|----------------------------------|----------------------------|--------------|--------------------|
| <b>Percent of Total Enrollment</b> | 4.00 %                          | 4.00 %                           | %                          | %            | 44.00 %            |
| ◀ ▶                                |                                 |                                  |                            |              |                    |
| Student Group (Other)              | Socioeconomically Disadvantaged | English Learners                 | Students with Disabilities | Foster Youth | H                  |
| <b>Percent of Total Enrollment</b> | 92.00 %                         | 32.00 %                          | 100.00 %                   | %            |                    |
| ◀ ▶                                |                                 |                                  |                            |              |                    |

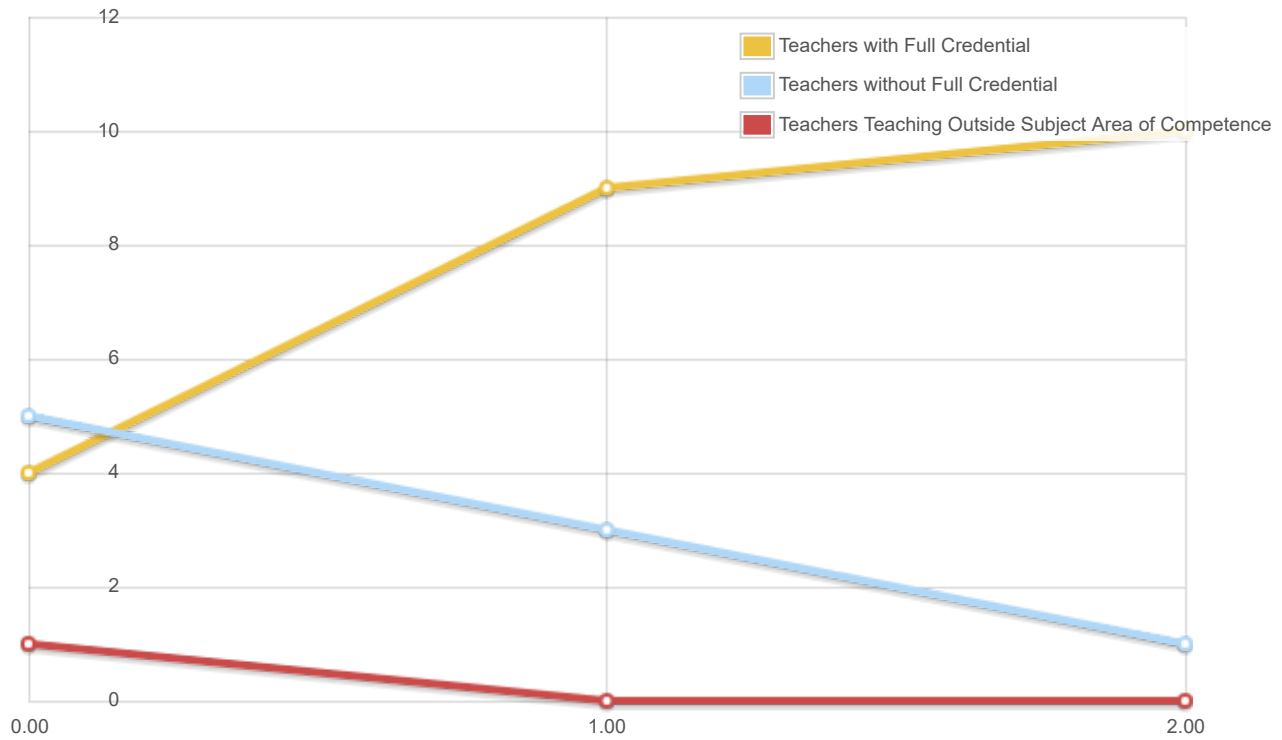
### State Priority: Basic

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

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

### Teacher Credentials

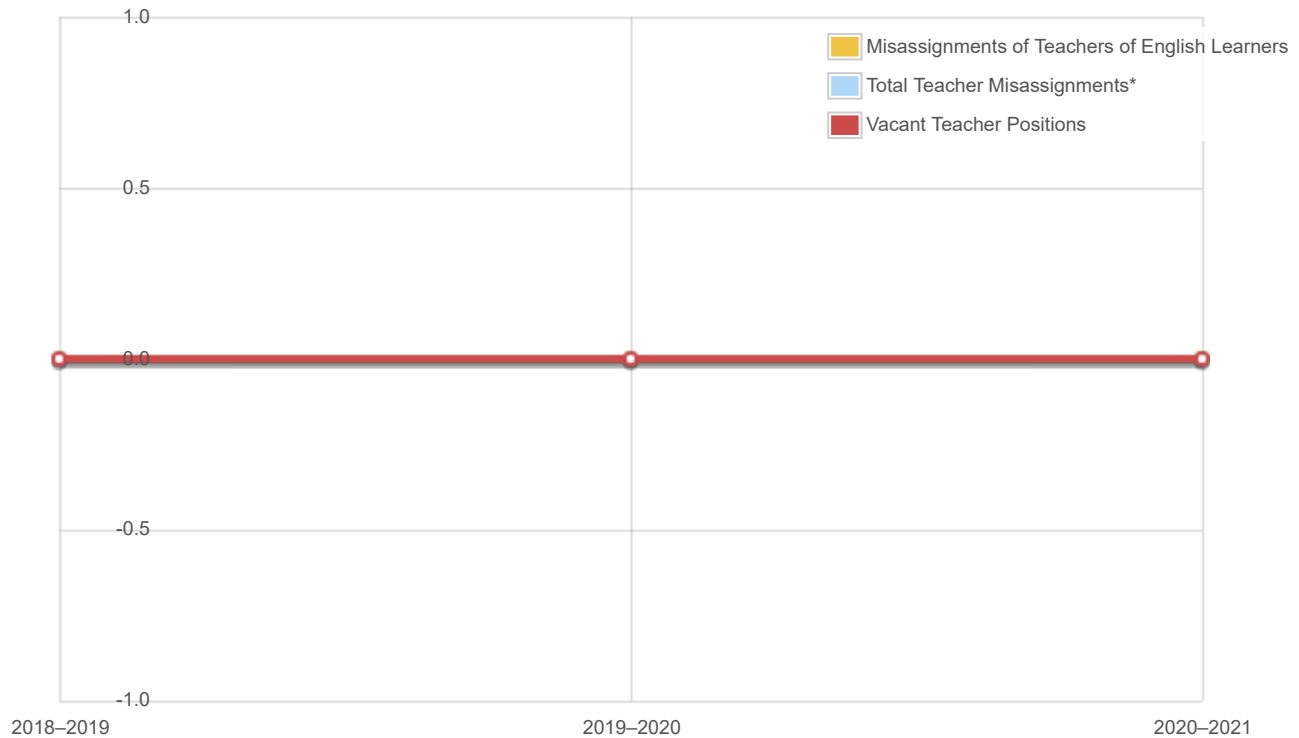
| Teachers  | School<br>2018–<br>2019 | School<br>2019–<br>2020 | School<br>2020–<br>2021 | District<br>2020–<br>2021 |
|---|-------------------------|-------------------------|-------------------------|---------------------------|
| With Full Credential  | 4                       | 9                       | 10                      | 10                        |
| Without Full Credential   | 5                       | 3                       | 1                       | 1                         |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 1                       | 0                       | 0                       | 0                         |



Last updated: 1/5/2021

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018–2019 | 2019–2020 | 2020–2021 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0         | 0         | 0         |
| Total Teacher Misassignments*                  | 0         | 0         | 0         |
| Vacant Teacher Positions                       | 0         | 0         | 0         |



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/5/2021*

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

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

| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |
| Mathematics            | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |
| Science                | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |
| History-Social Science | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |
| Foreign Language       | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Health                          | The SELPA follows the Districts local adoptions.             | Yes                        | 0.00 %                                     |
| Visual and Performing Arts      | The SELPA follows the Districts local adoptions.             | Yes                        | 0.0 %                                      |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0.0 %                                      |

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

*Last updated: 1/5/2021*

### School Facility Conditions and Planned Improvements

SELPA facilities are located on and maintained by local Districts.

*Last updated: 1/5/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | Good   |   |
| <b>Interior:</b> Interior Surfaces                               | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | Good   |   |
| <b>Electrical:</b> Electrical                                    | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains           | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                      | Good   |   |

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| External: Playground/School Grounds,<br>Windows/Doors/Gates/Fences | Good   |   |

## Overall Facility Rate

Year and month of the most recent FIT report: August 2020

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/5/2021*

## State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School        | School        | District      | District      | State         | State         |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
|  | 2018–<br>2019 | 2019–<br>2020 | 2018–<br>2019 | 2019–<br>2020 | 2018–<br>2019 | 2019–<br>2020 |
| English Language Arts / Literacy (grades 3-8 and 11) | 0%            |               | 0%            |               | 50%           |               |
| Mathematics (grades 3-8 and 11)                      | 0%            |               | 0%            |               | 39%           |               |

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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





**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Male  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Female  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Black or African American                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| American Indian or Alaska Native              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Asian   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Filipino                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Hispanic or Latino                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Native Hawaiian or Pacific Islander           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| White   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Two or More Races                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Socioeconomically Disadvantaged               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| English Learners                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students with Disabilities                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students Receiving Migrant Education Services | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Foster Youth                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Homeless                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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

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

*Last updated: 1/5/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Male  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Female  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Black or African American                     | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| American Indian or Alaska Native              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Asian   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Filipino                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Hispanic or Latino                            | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Native Hawaiian or Pacific Islander           | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| White   | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Two or More Races                             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Socioeconomically Disadvantaged               | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| English Learners                              | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students with Disabilities                    | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Students Receiving Migrant Education Services | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Foster Youth                                  | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Homeless                                      | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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

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

*Last updated: 1/5/2021*

**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<br>2018–2019 | School<br>2019–2020 | District<br>2018–2019 | District<br>2019–2020 | State<br>2018–2019 | State<br>2019–2020 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Science (grades 5, 8, and high school) | 0                   |                     | 0                     |                       |                    |                    |

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/5/2021*

**CAASPP Tests Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2019–2020)**

| Student Group                                    | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent Not<br>Tested | Percent Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|----------------------------|
| All Students                                     | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Male   | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Female   | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Black or African American                        | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| American Indian or Alaska Native                 | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Asian  | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Filipino   | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Hispanic or Latino                               | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Native Hawaiian or Pacific Islander              | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| White  | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Two or More Races                                | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Socioeconomically Disadvantaged                  | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| English Learners                                 | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Students with Disabilities                       | N/A                 | N/A              | N/A               | N/A                   | N/A                        |
| Students Receiving Migrant<br>Education Services | N/A                 | N/A              | N/A               | N/A                   | N/A                        |

| <b>Student Group</b> | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|----------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth         | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |
| Homeless             | N/A                     | N/A                  | N/A                   | N/A                       | N/A                            |

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

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

*Last updated: 1/5/2021*

**Career Technical Education (CTE) Programs (School Year 2019–2020)**

The SELPA follows the local District guidelines.

*Last updated: 1/5/2021*

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

| <b>Measure</b>  | <b>CTE Program Participation</b> |
|---|----------------------------------|
| Number of Pupils Participating in CTE   | 1                                |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 0.00%                            |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00%                            |

*Last updated: 1/5/2021*

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0.00%   |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00%   |

## State Priority: Other Pupil Outcomes

*Last updated: 1/5/2021*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2019–2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/5/2021*

## State Priority: Parental Involvement

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

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

## Opportunities for Parental Involvement (School Year 2020–2021)

SELPA follows the local District guidelines and SELPA CAC is available for parent involvement.

*Last updated: 1/5/2021*

## State Priority: Pupil Engagement

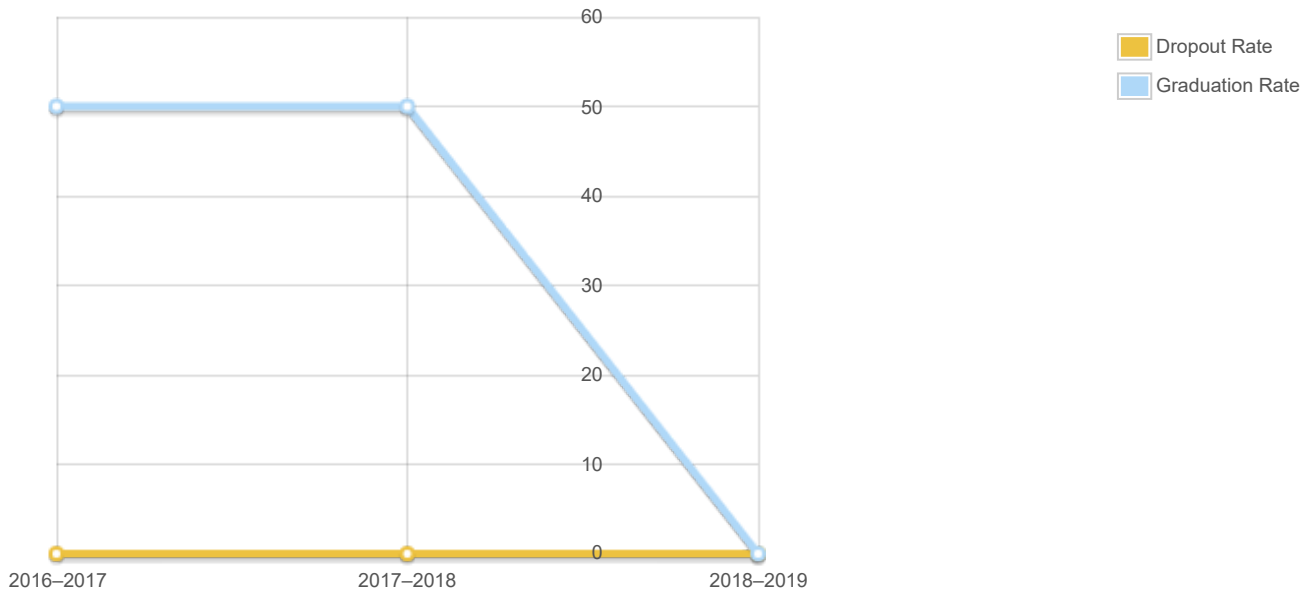
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

|                 | School        | School        | School        | District      | District      | District      | State         | State         | State         |
|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Indicator       | 2016–<br>2017 | 2017–<br>2018 | 2018–<br>2019 | 2016–<br>2017 | 2017–<br>2018 | 2018–<br>2019 | 2016–<br>2017 | 2017–<br>2018 | 2018–<br>2019 |
| Dropout Rate    | 0.00%         | 0.00%         | 0.00%         | 0.00%         | 0.00%         | 0.00%         | 9.10%         | 9.60%         | 9.00%         |
| Graduation Rate | 50.00%        | 50.00%        | 0.00%         | 50.00%        | 50.00%        | 0.00%         | 82.70%        | 83.00%        | 84.50%        |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/5/2021*

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)



| Rate                          | Suspensions | Expulsions |
|-------------------------------|-------------|------------|
| <b>School<br/>2017–2018</b>   | 5.00%       | 0.00%      |
| <b>School<br/>2018–2019</b>   | 0.00%       | 0.00%      |
| <b>District<br/>2017–2018</b> | 0.00%       | 0.00%      |
| <b>District<br/>2018–2019</b> | --          | --         |

**State  
2017–2018**

**Suspensions and Expulsions for School Year 2019–2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)  
2019–2020

| Rate                          | Suspensions | Expulsions |
|-------------------------------|-------------|------------|
| <b>School<br/>2019–2020</b>   | 1.00%       | 0.00%      |
| <b>District<br/>2019–2020</b> | --          | --         |

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/5/2021*

**School Safety Plan (School Year 2020–2021)**

SELPA follows local District guidelines

*Last updated: 1/5/2021*

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

| Grade Level                  | K    | 1    | 2    | 3    | 4    | 5    | 6    | Other** |
|------------------------------|------|------|------|------|------|------|------|---------|
| Average Class Size           | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00    |
| Number of Classes *<br>1-20  | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |
| Number of Classes *<br>21-32 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

| Grade Level                  | K    | 1    | 2    | 3    | 4    | 5    | 6    | Other** |
|------------------------------|------|------|------|------|------|------|------|---------|
| Average Class Size           | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00    |
| Number of Classes *<br>1-20  | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |
| Number of Classes *<br>21-32 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

| Grade Level                  | K    | 1    | 2    | 3    | 4    | 5    | 6    | Other** |
|------------------------------|------|------|------|------|------|------|------|---------|
| Average Class Size           | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00    |
| Number of Classes *<br>1-20  | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |
| Number of Classes *<br>21-32 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0       |

Number of Classes \*  
33+

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

*Last updated: 1/5/2021*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

| Subject                      | English | Mathematics | Science | Social Science |
|------------------------------|---------|-------------|---------|----------------|
| Average Class Size           | 3.00    | 3.00        | 0.00    | 0.00           |
| Number of Classes *<br>1-22  | 2       | 2           | 0       | 0              |
| Number of Classes *<br>23-32 | 0       | 0           | 0       | 0              |

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

| Subject                      | English | Mathematics | Science | Social Science |
|------------------------------|---------|-------------|---------|----------------|
| Average Class Size           | 3.00    | 3.00        | 0.00    | 0.00           |
| Number of Classes *<br>1-22  | 2       | 2           | 0       | 0              |
| Number of Classes *<br>23-32 | 0       | 0           | 0       | 0              |

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

| English | Mathematics | Science | Social Science |
|---------|-------------|---------|----------------|
| 2.00    | 4.00        | 0.00    | 0.00           |
| 2       | 1           | 0       | 0              |
| 0       | 0           | 0       | 0              |
| 0       | 0           | 0       | 0              |

**Subject****Average Class Size****Number of Classes \***

1-22

**Number of Classes \***

23-32

**Number of Classes \***

33+

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

*Last updated: 1/5/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0     |

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

*Last updated: 1/5/2021*

**Student Support Services Staff (School Year 2019–2020)**

|   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.00                              |
| Psychologist  | 1.50                              |
| Social Worker   | 0.00                              |
| Nurse   | 0.00                              |
| Speech/Language/Hearing Specialist                            | 2.00                              |
| Resource Specialist (non-teaching)                            | 0.00                              |
| Other   | 0.00                              |

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

| <b>Level</b>                                     | <b>Total Expenditures<br/>Per Pupil</b> | <b>Expenditures Per<br/>Pupil<br/>(Restricted)</b> | <b>Expenditures Per<br/>Pupil<br/>(Unrestricted)</b> | <b>Average Teacher<br/>Salary</b> |
|--|---|--|--|-----------------------------------|
| School Site                                      | \$20273.00                              | \$219.00   | \$20054.00   | \$56403.00                        |
| District   | N/A                                     | N/A  | \$20054.00   | \$56403.00                        |
| Percent Difference – School Site<br>and District | N/A                                     | N/A  | 20054.00%  | 56403.00%                         |
| State  | N/A                                     | N/A  | \$7750.12  | --                                |
| Percent Difference – School Site<br>and State    | N/A                                     | N/A  | --   | --                                |

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

**Types of Services Funded (Fiscal Year 2019–2020)**

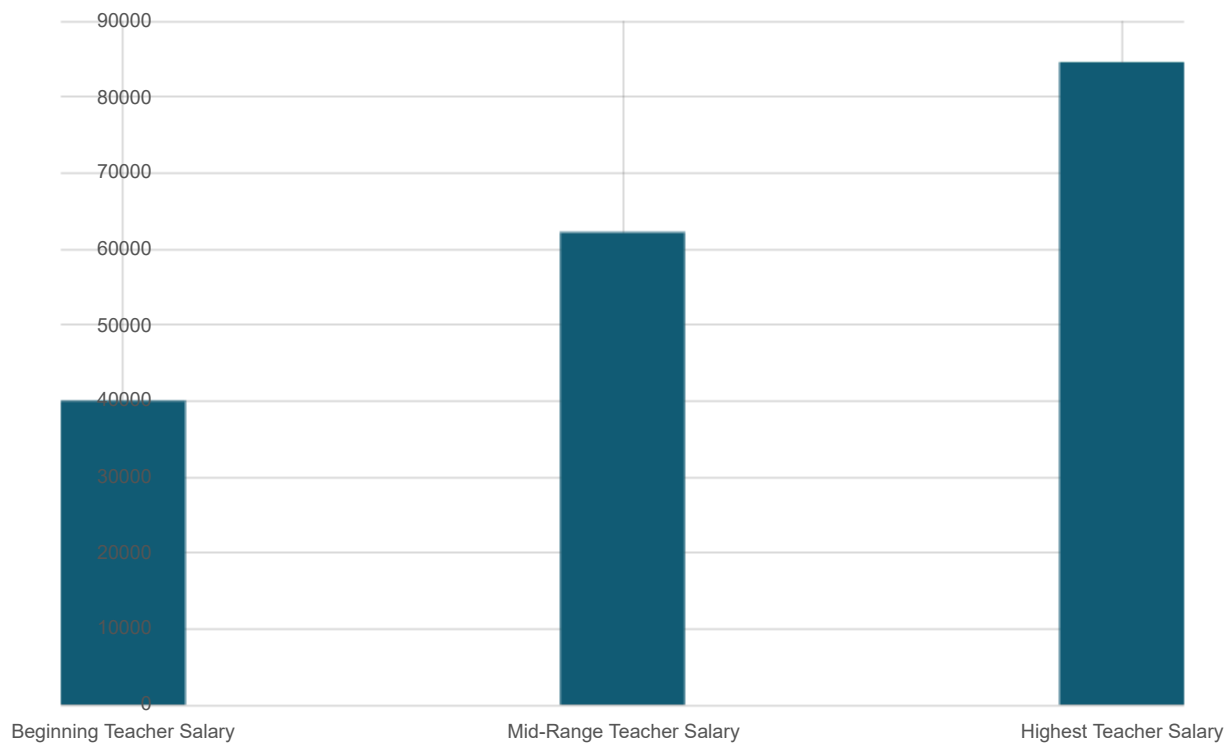
SELPA provides special education programs and services to the local Districts

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$40,012        | --   |
| Mid-Range Teacher Salary                      | \$62,194        | --   |
| Highest Teacher Salary                        | \$84,574        | --   |
| Average Principal Salary (Elementary)         | --              | --   |
| Average Principal Salary (Middle)             | --              | --   |
| Average Principal Salary (High)               | --              | --   |
| Superintendent Salary                         | \$131,615       | --   |
| Percent of Budget for Teacher Salaries        | 17.50%          | --   |
| Percent of Budget for Administrative Salaries | 4.90%           | --   |

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

### Teacher Salary Chart



# Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/5/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

| Subject                   | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science          | 0                             |
| English                   | 0                             |
| Fine and Performing Arts  | 0                             |
| Foreign Language          | 0                             |
| Mathematics               | 0                             |
| Science                   | 0                             |
| Social Science            | 0                             |
| Total AP Courses Offered* | 0                             |

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

*Last updated: 1/5/2021*

## Professional Development

| Measure   | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5         | 5         | 5         |

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