Potter Valley Junior High 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	Potter Valley Junior High School
Street	10401 Main St
City, State, Zip	Potter Valley, CA 95469
Phone Number	(707) 743-1142
Principal	Rick Kale
Email Address	rkale@pottervalleyschools.us
School Website	www.pottervalleyschools.us
County-District-School (CDS) Code	23 73866 0107250

2023-24 District Contact Information

District Name	Potter Valley Community Unified School District
Phone Number	(707) 743-2101
Superintendent	Rick Kale
Email Address	rkale@pottervalleyschools.us
District Website	www.pottervalleyschools.us

2023-24 School Description and Mission Statement

Potter Valley Community Unified School District was born out of a community commitment to local education. Once a part of Ukiah Unified Schools, community members came together in the late 1970's to fight for the right to form our own school district under local control. This dream became a reality in 1977-1978 when Potter Valley officially de-unified from Ukiah and formed Potter Valley Community Unified School District. After over 44 years of operation, Potter Valley continues to proudly provide a high quality, local education for students, preschool through 12th grade.

We pride ourselves in providing a uniquely relational and personalized approach to education.   As state and federal mandates and increased governmental intrusion place greater emphasis on data driven decision making and increased focus on student performance measured by high-stakes testing, the students, parents, and staff at Potter Valley Junior High School have committed themselves to making the necessary adjustments to meet these demands, but also to remain true to our roots and keep the best interest of students at the center of everything we do. Our motto, "Potter Valley Schools, a family rather than a factory approach to education," expresses this focus, and inspires all stakeholders to work hard to maintain a school where "Community" is more than just a word in our district name; it is a description of how we approach education.

For questions about our schools contact the school offices. Elementary Office 707-743-1115 Jr./Sr. High Office 707-743-1142

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	22
Grade 8	27
Total Enrollment	49

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.8%
Male	61.2%
American Indian or Alaska Native	2%
Hispanic or Latino	44.9%
Two or More Races	4.1%
White	49%
English Learners	22.4%
Homeless	4.1%
Socioeconomically Disadvantaged	53.1%
Students with Disabilities	20.4%

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)	1.10	77.63	12.90	89.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	21.71	0.50	3.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	6.88	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	1.50	100.00	14.50	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)	2.20	98.70	13.50	81.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	6.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	6.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.87	0.80	4.98	11953.10	4.28
Unknown	0.00	0.00	0.20	1.62	15831.90	5.67
Total Teaching Positions	2.30	100.00	16.60	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	0.00	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	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.

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)	25	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Year and month in which the data were collected	September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Connections Grade 7- Houghton Mifflin Harcourt- 2017 California Connections Grade 8- Houghton Mifflin Harcourt- 2017	Yes	0

Mathematics	EnVision Mathematics 2021 Common Core Grade 7 - 2021 EnVision Mathematics 2021 Common Core Grade 8 - 2021	Yes	0
Science	CPO Focus on Life Science, School Specialties - 2011 CPO Focus on Physical Science, School Specialties - 2011	Yes	0
History-Social Science	TCI History Alive	Yes	0
Foreign Language	Vistas Higher Learning - m Encuentros Communication and Cultura Levels 1A and 1B	Yes	0
Health	Teen Talk / Heath Connected	Yes	
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements

The Elementary School was constructed in the 1950's and the Junior/Senior High School was built in 1981.   The gymnasium, built in the 1950's is used by the Elementary, Junior High and Senior High schools. The stage was re-purposed in 2009 and transformed into a weight training facility that can be monitored while other activities are supervised in the gym.

School buildings and grounds are generally in good repair and students and staff work together to keep them clean and maintained. Students in our landscaping class do upkeep of lawns and flower beds and also construct various landscape projects annually.

Routine site inspections are performed monthly by maintenance staff. The latest report showed no safety issues and several items in need of repair. Safety inspections are performed at least annually by the district's insurance company with the guidance and cooperation of our maintenance staff.

In the 2012-13 School Year the District has contracted Alameida Architecture to prepare a Facility Assessment and Master Plan. A copy of this plan is available on our website. On November 3, 2015, the Potter Valley community passed a general obligation bond for $3.1 million to update the district's electrical system and install HVAC. These projects were completed in the fall of 2018. Improvements to the cafeteria were completed last year. The Outdoor Learning Center was completed in 2023.

Year and month of the most recent FIT report	March, 2023

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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)	29	23	30	27	47	46
Mathematics (grades 3-8 and 11)	18	17	20	26	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	52	52	100.00	0.00	23.08
Female	20	20	100.00	0.00	35.00
Male	32	32	100.00	0.00	15.63
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	52	52	100.00	0.00	17.31
Female	20	20	100.00	0.00	20.00
Male	32	32	100.00	0.00	15.63
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	19.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	23.81	35.71	33.33	21.84	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	28	28	100.00	0.00	35.71
Female	11	11	100.00	0.00	54.55
Male	17	17	100.00	0.00	23.53
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	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 5	--	--	--	--	--
Grade 7	86%	86%	86%	86%	86%
Grade 9	--	--	--	--	--

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

Parents are a vital part of our school and have many opportunities to be involved. We include parents in many decisions through participation in the District Advisory Committee, ELAC, Athletic Boosters, field trips, fund raising events, and parent committees. Our active District Advisory Committee (DAC) has important responsibilities in the ongoing development and implementations of the Local Control Accountability Plan as well as the development of the ESSER III Plan, the Educator Effectiveness Block Grant Plan, and the A-G completion grant plan. DAC meets bimonthly with open meetings accessible to all community members. Additionally, parents are welcomed in classrooms to assist with special projects and are utilized as chaperones on field trips. School administrators welcome parent phone calls and are readily available to meet with parents to discuss concerns or take input on school programs or projects.

The District's ELAC provides opportunities to make connections with parents of English Learners, provide opportunities for input on the LCAP, ESSER III Plan, and other grants, as well as provide education regarding Reclassification and the ELPAC.

Parents interested in meeting with teachers or administrators are encouraged to call the Jr high/high school office at 707-743-1142 and speak with Principal Rick Kale or the Academic Counselor, Joleen Logan. Additionally, parent input is gathered for programs such as Title I, English Language Learners, and Special Education.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	56	52	10	19.2
Female	21	19	5	26.3
Male	35	33	5	15.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	24	24	5	20.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	29	25	5	20.0
English Learners	12	12	3	25.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	31	28	7	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	6	54.5

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	0.00	7.02	8.93	0.00	2.75	5.19	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.93	0
Female	9.52	0
Male	8.57	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	8.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.34	0
English Learners	8.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	12.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	0

2023-24 School Safety Plan

The comprehensive school safety plan is revised annually. This plan was most recently reviewed by the staff as a whole, the the District Advisory Committee and adopted by the school board. The plan is also reviewed with local law enforcement. The comprehensive plan addresses school culture, anti-bullying initiatives, school discipline policies, and emergency procedures. Safety concerns are addressed routinely at Maintenance Operations Transportation and Safety Committee meetings. Concerns regarding safety, including those related to student behavior are addressed immediately. Students participate in fire, earthquake, lock-down and shelter-in-place drills.

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	25	1	1	
Mathematics	25	1	1	
Science	21	1		
Social Science				

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	13	3	1	
Mathematics	13	3	1	
Science	10	2	1	
Social Science	1	2		

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	12	3	1	0
Mathematics	16	2	1	0
Science	12	3	1	0
Social Science	12	3	1	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	0

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)	
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	$4,549	$716	$3,833	$51,991
District	N/A	N/A	$5,317	$53,590
Percent Difference - School Site and District	N/A	N/A	-32.4	-3.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	-66.0	-40.0

Fiscal Year 2022-23 Types of Services Funded

Student electives are supported through a full time Art, Spanish, and agriculture teacher.   All Jr. High students also attend a week long outdoor science education program at Yosemite Park.   This trip occurs every other year.

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	$38,045	$47,616
Mid-Range Teacher Salary	$56,508	$75,580
Highest Teacher Salary	$76,485	$100,485
Average Principal Salary (Elementary)	$92,922	$114,067
Average Principal Salary (Middle)	$0	$123,622
Average Principal Salary (High)	$100,301	$125,386
Superintendent Salary	$120,000	$157,977
Percent of Budget for Teacher Salaries	27.6%	27.82%
Percent of Budget for Administrative Salaries	6.12%	5.78%

Professional Development

In addition to the the 4 days of professional development scheduled before the school year, there are 33 minimum days that are used for collaborative professional development. Teachers, administrators, and classified staff, are welcome to participate in professional development outside of the district. The focus for staff development reflects the areas of need from the state and local assessments and the California Dashboard. For the 2020-2021 a focus on distance learning was incorporated into the professional development plan. During the 2022-2023 school year, professional development focused on schoolwide implementation of the MTSS Framework and PBIS schoolwide strategies.

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	4	4