

Templeton 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	Templeton High School
Street	1200 S Main Street
City, State, Zip	Templeton, CA 93465
Phone Number	805-434-5888
Principal	Jessica Lloyd, M.Ed.
Email Address	jlloyd@templetonusd.org
School Website	https://www.templetonusd.org/schools/templetonhs/index
County-District-School (CDS) Code	40 68841 0000000

2023-24 District Contact Information

District Name	Templeton Unified School District
Phone Number	805-434-5800
Superintendent	Aaron Asplund
Email Address	aasplund@templetonusd.org
District Website	https://www.templetonusd.org/

2023-24 School Description and Mission Statement

Templeton High School is a school of pride, a school of accomplishment and a school of opportunities. Templeton High School has set itself apart as a quality semi-rural, small school in the Central Coast region. Templeton High School is known for involved students, a professional and caring staff, involved parents, and community support of the school. The small school population contributes to a family-like atmosphere on campus. However, with growth in the school, the staff at Templeton High is committed to providing our students with the most challenging and diverse academic opportunities while maintaining the small school characteristics and feel.

Our primary goal is focused on student achievement. We have a staff of committed, caring and professional educators who are both of the highest academic quality and able to relate to the uniqueness of small schools. Facilities for athletics, vocational education, technology programs, and performing arts enhance the overall educational opportunities for our students. Templeton High School is a California Gold Ribbon School and National Blue Ribbon High School. These achievements are an outstanding example of our successful teaching and learning, high standards for all students, strong family and community involvement, partnerships with the business community, modern technology, and a safe and clean school environment. In summary, Templeton High School is a great place to attend and is focused on students and learning. Templeton High School just received a full accreditation by the Western Association of Schools and Colleges (WASC) in the Fall of 2022.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	204
Grade 10	211
Grade 11	186
Grade 12	174
Total Enrollment	775

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.4%
Asian	1.2%
Black or African American	0.4%
Hispanic or Latino	24.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	8.6%
White	64.8%
English Learners	2.3%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	18.8%
Students with Disabilities	9.5%

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)	31.40	91.18	101.10	91.47	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)	0.10	0.46	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.46	5.30	4.88	12115.80	4.41
Unknown	0.90	2.84	3.80	3.49	18854.30	6.86
Total Teaching Positions	34.40	100.00	110.50	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)	32.70	88.80	103.50	89.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.71	1.10	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	5.88	5.90	5.10	11953.10	4.28
Unknown	0.90	2.58	4.20	3.67	15831.90	5.67
Total Teaching Positions	36.80	100.00	115.90	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	0.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.00

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	1.80	2.10
Total Out-of-Field Teachers	1.80	2.10

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)	1.2	1.5
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		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 9 CP English - Holt Literature and Language Arts, 3rd Course, 2003 Honors 9 English - Foundations of Language and Literature BFW, 2018	Yes	0

	<p>Grade 10 CP English - Holt Literature and Language Arts, 4th Course, 2003</p> <p>Grade 11 CP English - Holt Literature and Language Arts, 5th Course, 2003</p> <p>Grade 12 - Expository Reading and Writing Course</p>		
Mathematics	<p>Algebra I - Illustrative Mathematics, 2021</p> <p>Algebra II - HMH Interactive Volume 1 and 2, Houghton Mifflin Harcourt, 2015</p> <p>Algebra II w/ Trig - Illustrative Mathematics, 2021</p> <p>Geometry - Illustrative Mathematics, 2021</p> <p>Probability & Statistics - Statistics and Probability with Applications, 2018</p> <p>AP Statistics - The Practice of Statistics 5th Edition, 2018</p> <p>Consumer Math - Personal Financial Literacy, 2016</p>	Yes	0
Science	<p>Biology - Biology National Geographic, 2023</p> <p>AP Biology - Campell Biology in Focus (AP Bio), 2021</p> <p>Chemistry - The World of Chemistry (Zumdahl), 2023</p> <p>AP Chemistry - Chemistry (Zumdahl), 2023</p> <p>Physics - Physics: Principles and Problems, Zitsewitz, et al, 2005</p> <p>AP Physics - Physics, Young, Stadler, 10th ed., Wiley (2015)</p>	Yes	0
History-Social Science	<p>AP Psychology - Myer's Psychology. 2016</p> <p>CP Psychology - Cengage,</p> <p>CP World History - The Modern World, 2016</p> <p>AP European History - AMSCO Advanced Placement European History, 2019</p> <p>CP Civics - American Government, 2006</p> <p>CP Economics - CA Economic Principles in Action, 2016</p> <p>Criminal Justice - Criminal Justice Today 9th Ed., 2006</p> <p>Honors/AP Human Geography - The Cultural Landscape,</p> <p>CP World Geography - World History, The Modern World CA Edition, 2016</p> <p>AP US History - The American Nation 12th ed., 2006</p> <p>AP US History - Preparing for the Advanced Placement Examination, 2006</p> <p>CP US History - The Americans: Reconstruction to the 21st Century, 2006</p> <p>DE US History - Open Stax - online Cuesta textbook</p>	Yes	0

Foreign Language	Spanish I - Avancemos! Student Edition Level 1, Holt McDougal - 2007	Yes	0
	Spanish II - Avancemos! Student Edition Level 2, Holt McDougal - 2007		
	Spanish III - Avancemos! Student Edition Level 3, Holt McDougal - 2007		
	Spanish IV - Abriendo paso, Temas y lecturas, Pearson - 2007		
Health	Lifetime Health - Holt, 2004		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		10/4/2023		
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: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	69	57	57	54	47	46
Mathematics (grades 3-8 and 11)	32	32	38	40	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	178	175	98.31	1.69	56.90
Female	83	81	97.59	2.41	65.00
Male	95	94	98.95	1.05	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	49	98.00	2.00	51.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	111	109	98.20	1.80	59.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	41.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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	178	175	98.31	1.69	32.00
Female	83	80	96.39	3.61	32.50
Male	95	95	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	26.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	28.57
White	111	108	97.30	2.70	35.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	25.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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)	40.38	35.74	41.75	36.89	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	346	321	92.77	7.23	35.83
Female	178	159	89.33	10.67	40.88
Male	168	162	96.43	3.57	30.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	82	77	93.90	6.10	31.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	29	93.55	6.45	27.59
White	227	210	92.51	7.49	37.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	50	92.59	7.41	26.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	19	76.00	24.00	26.32

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	611
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.48
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	62.42

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 9	87.31%	90.36%	95.43%	88.32%	95.44%

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 and guardians are encouraged to be an active participant in the school by joining a booster organization, School Advisory Committee, or by attending the numerous performances, contests, and academic showcases. Additionally, THS has academic working groups that include parents and guardians. TUSD and THS makes a concerted effort to get feedback and input from learning partners on decisions, programs, and activities. PowerSchool allows parents the ability to have up-to-date information on attendance, assignments and grades. Additionally, the school utilizes ParentSquare to send messages and updates to students and families. The school office is open from 8:00 - 4:30. Please feel free to contact the school via phone, email or stopping by.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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
Dropout Rate	1.6	1.3	0.6	1.8	1.9	2.3	9.4	7.8	8.2
Graduation Rate	97.8	98.1	96.9	93.8	97.6	93.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	162	157	96.9
Female	92	90	97.8
Male	70	67	95.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	32	30	93.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	15	93.8
White	112	110	98.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	29	28	96.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	11	78.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	796	785	137	17.5
Female	391	387	68	17.6
Male	405	398	69	17.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	10	10	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	197	191	43	22.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	69	69	8	11.6
White	513	508	86	16.9
English Learners	26	24	14	58.3
Foster Youth	4	4	0	0.0
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	165	163	46	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	78	24	30.8

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	1.50	1.90	3.02	0.79	2.03	2.93	0.20	3.17	3.60
Expulsions	0.14	0.13	0.00	0.04	0.04	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.02	0
Female	1.79	0
Male	4.2	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	4.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.45	0
White	2.92	0
English Learners	11.54	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.41	0

2023-24 School Safety Plan

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	10	18	
Mathematics	23	10	21	
Science	27	2	19	
Social Science	25	8	14	1

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	24	7	22	
Mathematics	27	2	26	
Science	26	4	17	
Social Science	27	3	21	

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	24	8	21	0
Mathematics	25	11	19	1
Science	26	5	16	0
Social Science	24	9	20	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	287.04

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)	2.7
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	\$11,211	\$3,671	\$7,540	\$79,461
District	N/A	N/A	\$7,566	\$75,455
Percent Difference - School Site and District	N/A	N/A	-.34%	5.31%
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-.88%	-3.08%

Fiscal Year 2022-23 Types of Services Funded

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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	\$46,345	\$50,875
Mid-Range Teacher Salary	\$66,323	\$79,761
Highest Teacher Salary	\$93,030	\$103,045
Average Principal Salary (Elementary)	\$110,076	\$128,154
Average Principal Salary (Middle)	\$124,451	\$131,774
Average Principal Salary (High)	\$126,502	\$142,676
Superintendent Salary	\$178,602	\$211,462
Percent of Budget for Teacher Salaries	30.9%	30.11%
Percent of Budget for Administrative Salaries	5.39%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	30.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	0
Mathematics	4
Science	2
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

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	1	1	1