

Griffiths Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Griffiths Middle School
Street	9633 Tweedy Lane
City, State, Zip	Downey, CA 90240
Phone Number	(562) 904-3580
Principal	Anthony Zegarra, Ed.D.
Email Address	azegarra@dusd.net
School Website	www.dusd.net/griffiths
County-District-School (CDS) Code	19 64451 6057624

2022-23 District Contact Information

District Name	Downey Unified School District
Phone Number	(562) 469-6500
Superintendent	John A. Garcia, Jr., Ph.D.
Email Address	webadmin@dusd.net
District Website Address	www.dusd.net

2022-23 School Overview

It is my pleasure to introduce this annual School Accountability Report Card. The data and information contained within these pages will prove useful in informing you about our school, including but not limited to academic standings, curriculum and instruction, school facilities and safety, budget, and facility enhancement.

Our Mission

The mission of Griffiths Middle School is to provide a safe learning environment where staff and students work in partnership with the community. Students will demonstrate the knowledge, character, and skills necessary to become creative problem solvers, achieve personal success, and contribute responsibly to our diverse, dynamic world. We believe that all students will thrive in an environment built on trust and mutual respect. Through accessing rigorous and varied academic standards, we will work together to prepare our students to become both college and career ready and to take a productive role in society as lifelong learners.

Our Vision

Griffiths Middle School is a community that believes in preparing students to become college and career ready and take a proactive role in society by being respectful, responsible, and safe citizens of strong character.

Our goal in presenting you with this information is to keep our community well informed. If you have any questions or are interested in making an appointment to discuss this report, please call our school.

Dr. Anthony Zegarra, PRINCIPAL

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	418
Grade 7	447
Grade 8	436
Total Enrollment	1,301

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.0
Asian	2.3
Black or African American	1.8
Filipino	0.5
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	2.9
English Learners	11.4
Foster Youth	0.5
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	66.0
Students with Disabilities	15.2

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)	45.20	83.48	821.10	85.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	13.73	88.60	9.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.40	1.09	12115.80	4.41
Unknown	1.50	2.76	39.50	4.09	18854.30	6.86
Total Teaching Positions	54.20	100.00	965.80	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	7.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	17.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Year and month in which the data were collected

10/04/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes Prentice Hall (Pearson Education) adopted in 2002	Yes	0
Mathematics	McGraw Hill California Math Course 1 (Gr. 6), adopted 2015 McGraw Hill California Math Course 2 (Gr. 7), adopted 2015 McGraw Hill California Math Course 3 (Gr. 8), adopted 2015	Yes	0
Science	California Earth Science, Holt adopted in 2008 California Life Science, Holt adopted in 2008 California Physical Science, Holt adopted in 2008	Yes	0
History-Social Science	Ancient Civilizations, McDougal Littell adopted in 2007 Medieval to Early Modern Times, Holt adopted in 2007 The American Journey, Glencoe adopted in 2007	Yes	0
Foreign Language	McGraw Hill, Study Sync, California Edition 6th -12th grade adopted 2022 Vista Higher Learning, Descubre, Level 1-3 adopted 2015 Vista Higher Learning, Mosaik, Level 1-3 adopted 2015 Vista Higher Learning, D'Accord, Level 1-3 adopted 2015	Yes	0

School Facility Conditions and Planned Improvements

Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The district provides maintenance services on a regular schedule or when an emergency occurs.

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District administers a scheduled maintenance program to ensure a suitable learning environment. At the time this report was published, all restrooms on campus were in good working order. Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the district office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

7/29/2022

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			78: Three ceiling tiles need replacement WO 134520 MEN RESTROOM: Stained ceiling tiles need to be replaced WO 134520 OFFICE: Wall needs to be patched and touched up WO 134521
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	35	N/A	31	N/A	33

2021-22 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	1318	1291	97.95	2.05	43.69
Female	656	643	98.02	1.98	52.88
Male	662	648	97.89	2.11	34.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	30	30	100.00	0.00	86.67
Black or African American	26	24	92.31	7.69	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	1201	1178	98.08	1.92	42.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	46	44	95.65	4.35	47.73
English Learners	127	120	94.49	5.51	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	874	857	98.05	1.95	38.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	204	196	96.08	3.92	10.71

2021-22 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	1318	1297	98.41	1.59	34.93
Female	656	646	98.48	1.52	35.60
Male	662	651	98.34	1.66	34.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	30	30	100.00	0.00	90.00
Black or African American	26	24	92.31	7.69	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	1201	1182	98.42	1.58	33.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	39.13
English Learners	127	125	98.43	1.57	3.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	873	859	98.40	1.60	29.34
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	204	198	97.06	2.94	9.60

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.37	NT	23.78	28.5	29.47

2021-22 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	426	417	97.89	2.11	38.37
Female	210	206	98.1	1.9	41.26
Male	216	211	97.69	2.31	35.55
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100	0	91.67
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	387	379	97.93	2.07	35.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100	0	53.85
English Learners	36	36	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	269	263	97.77	2.23	33.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	57	93.44	6.56	7.02

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	0.00%	0.00%	0.00%	0.00%	0.00%

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.

2022-23 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at our school. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with student needs.

Parents are encouraged to participate on one or more of the following committees or organizations:

- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English-Language Advisory Committee (ELAC)

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of programs relative to the goals of the school, and to act as a communication liaison between the community and school.

The contact person for parent involvement is Principal Dr. Zegarra; he can be reached at (562) 904-3580.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1369	1349	391	29.0
Female	686	673	184	27.3
Male	683	676	207	30.6
American Indian or Alaska Native	0	0	0	0.0
Asian	30	30	5	16.7
Black or African American	26	25	12	48.0
Filipino	9	8	1	12.5
Hispanic or Latino	1251	1233	361	29.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	46	46	12	26.1
English Learners	171	168	53	31.5
Foster Youth	10	9	2	22.2
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	917	905	306	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	222	220	84	38.2

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.85	2.65	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.16	0.06	3.33	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.16	0.00
Female	3.06	0.00
Male	11.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	11.54	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.87	0.00
English Learners	8.77	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	8.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.61	0.00

2022-23 School Safety Plan

Safety of students and staff is the primary concern at our school. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Monthly fire drills and disaster drop drills are conducted on a regular basis throughout the school year. A storage bin contains food, water, and other supplies for use during a disaster.

Our school is a closed campus. All visitors are required to sign-in at the school's office. Before school, after school, and during lunch administrators and other campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan, which is reviewed annually, was developed by the school staff to provide students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The school safety committee and district personnel evaluate the plan annually and update the plan as needed. The School Safety Plan was last revised in October.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29	6	10	15
Mathematics	38	3	9	14
Science	32	1	12	13
Social Science	34	1	2	22

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	30	7	23	7
Mathematics	29	4	25	4
Science	27	4	26	1
Social Science	26	5	27	

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	30	5	5	20
Mathematics	30	4	10	15
Science	31	4	4	20
Social Science	32	3	3	21

2021-22 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	433.67

2021-22 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)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	15061.24	5080.30	9980.94	96323.87
District	N/A	N/A	7942.55	\$99,814
Percent Difference - School Site and District	N/A	N/A	22.7	-3.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	40.9	12.1

2021-22 Types of Services Funded

Students with academic needs are provided support before, during, and after school. Title I funds are utilized to provide targeted academic intervention in the core academic areas of English Language Arts and Mathematics. Title III funds are utilized to provide targeted support for our English Learners in acquiring English and reading and writing. LCAP funds are utilized to provide additional in-class support, academic enrichment, and opportunities for students to extend their learning after school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$58,678	\$51,081
Mid-Range Teacher Salary	\$92,267	\$77,514
Highest Teacher Salary	\$120,115	\$105,764
Average Principal Salary (Elementary)	\$136,680	\$133,421
Average Principal Salary (Middle)	\$139,055	\$138,594
Average Principal Salary (High)	\$156,373	\$153,392
Superintendent Salary	\$295,398	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Secondary Education has identified three professional development priorities for our schools this year: Excellence in Teaching and Learning, Student and Staff Wellness, and Teacher Collaboration and Learning. All our professional development is centered around these three priorities (Excellence in Teaching and Learning, Student Staff Wellness, and Teacher Collaboration and Learning). Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small-group interventions. Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students. Implement a multi-faceted approach to Academic Interventions that would include Tier 1 (during-the-period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period). Implement social-emotional learning (SEL) approaches that would continue to utilize Capturing Kids Hearts Strategies as well as select curriculum resources to support student's social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making. Support the middle school categorical teachers, high school instructional site coaches and Technology Teacher Leaders (TTLs) by providing training to enable them to coach their staff on technology integration best practices that will further foster the PLC process. Continue building capacity within our teachers in the co-teaching model to ensure success for all students in the new graduation requirements. Provide all teachers with awareness of English Language Development (ELD) strategies to support our multilingual learners within the four domains of Reading, Writing, Listening, and Speaking. Provide all teachers with an understanding of the DUSD Draft Equity Plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability, and systemic racism within our school system and community.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	63