

# **Chalone Peaks Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

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

| Entity                            | Contact Information                                     |
|-----------------------------------|---|
| School Name                       | Chalone Peaks Middle School                             |
| Street                            | 667 Meyer St.   |
| City, State, Zip                  | King City, CA 93930                                     |
| Phone Number                      | (831) 385-4400  |
| Principal                         | Matt Daniels  |
| Email Address                     | mdaniels@kcsd.org                                       |
| Website                           | <a href="http://www.kcsd.org/">http://www.kcsd.org/</a> |
| County-District-School (CDS) Code | 27660506026124  |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information                                     |
|----------------|---|
| District Name  | King City Union School District                         |
| Phone Number   | (831) 385-2940 Ext. 3001                                |
| Superintendent | Rory Livingston   |
| Email Address  | rlivingston@kcsd.org                                    |
| Website        | <a href="http://www.kcsd.org/">http://www.kcsd.org/</a> |

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

The King City Union School District is located in beautiful Monterey County along the California Central Coast in the agriculturally rich Salinas Valley. The mission of the district, in partnership with staff and community, is to provide a safe and supportive learning environment focused on academic excellence and high expectations for all students.

Chalone Peaks Middle School has about 860 students in sixth through eighth grades. Our shared school vision is to provide every student at Chalone Peaks Middle School with a safe environment and a student-centered, standards-based curriculum while we also support the social and emotional needs of our students. All school personnel hold high expectations for our students - both academically and behaviorally. We believe these high expectations will create a learning environment that fosters maximum academic achievement, technological skill development, social awareness, and personal growth. Chalone Peaks is in its eighth year of implementing Positive Behavioral Interventions and Supports which has helped to create a positive learning environment and build character in all students. This past school year the California PBIS Coalition awarded CPMS with a Silver Medal for our implementation of the PBIS program and we were recognized in our region for having the most growth in the implementation of our PBIS program.

King City Union School District values the whole child and supporting the whole child. Even during distance learning our students have access to all of our counselors and counseling programs. We have three full time school counselors who serve our students everyday. Along with our three school counselors, we also have counseling support programs that help students with anger management strategies, substance abuse, and peer relationship strategies. Additionally, our Vice Principal of Student Services, Amber Lister, is also a former counselor who lead her former school in receiving national recognition for their counseling program. Ms. Lister recently was recognized as the Administrator of the Year at our PBIS Regional Awards Ceremony for the work she has done to build our PBIS program and support our students. The students of CPMS will continue to be well cared for both academically and in their social emotional needs.

Chalone Peaks Middle School is well known for our annual Ancient Days, Medieval Fair and Civil War Reenactments. These cross curricular experiences bring students, teachers, community members, and professional re-enactors together as they bring history to life. Students at Chalone Peaks also work on project based learning activities and make presentations to school administration, the school board, community groups, and city council. Students research, explore, and recommend solutions to various organizations that are relevant to the citizens of King City.

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 267                |
| Grade 7                 | 309                |
| Grade 8                 | 295                |
| <b>Total Enrollment</b> | <b>871</b>         |

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

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 0.3                         |
| American Indian or Alaska Native | 0.2                         |
| Asian                            | 0.7                         |
| Filipino                         | 0.8                         |
| Hispanic or Latino               | 93.3                        |
| White                            | 4.1                         |
| Two or More Races                | 0.5                         |
| Socioeconomically Disadvantaged  | 89.1                        |
| English Learners                 | 35.5                        |
| Students with Disabilities       | 21.9                        |
| Homeless                         | 10.6                        |

## 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

### Teacher Credentials

| Teachers   | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 38             | 43             | 39             | 133              |
| Without Full Credential  | 4              | 5              | 7              | 10               |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 1              | 0              | 0                |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 2       | 0       | 0       |

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

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

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

Year and month in which data were collected: January 2021

As a result of the Covid19, the district planned, procured, secured and distributed a Chromebook for every student as well as provided a hotspot to each student for accessing distance online learning until we return to full in person learning. The district has also provided sufficient licensing for Zoom use for each certificated teacher and many classified staff to support the online learning environment. As a Google District the G Suite is provided for all staff and students use along with Clever as our LMS. Additionally, NearPod and PearDeck were purchased for use by all staff which includes Social Emotional lessons as well as ELD content.

| Subject                | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | StudySync published by McGraw-Hill (adopted 2016)  | Yes                        | 0%   |
| Mathematics            | SWUN Math (adopted 2017)   | Yes                        | 0%   |
| Science                | Amplify (adopted 2020)   | Yes                        | 0%   |
| History-Social Science | Houghton Mifflin History-Social Science (grade 6), published by Houghton Mifflin (adopted 2006) Discovering our Past (grades 7-8), published by Glencoe/McGraw-Hill (adopted 2006) | Yes                        | 0%   |

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

## School Facility Conditions and Planned Improvements

Chalone Peaks Middle School is a state-of-the-art educational facility constructed in 2007. The school is comprised of 18 stationary classrooms, 24 portable classrooms, a multipurpose room, a library, a computer lab, athletic courts and sports fields, and an administration building. At the time of publication, 100% of the school's restrooms were in good working order. All buildings/facilities are ADA compliant. Chalone Peaks Middle School's most recent Williams Settlement visit occurred on August 21, 2019.

During the summer of 2019, the library was renovated to create two additional office spaces for our new counselors. The new space is now more open, has more tables for more students to work, and the library books have been redistributed in the library by subject so that they are easier for students to find. This has lead to increased numbers of books being checked out by students and also an increase in different genres being read by our students.

In the fall of 2019, CPMS was awarded with the Bayer Fund Grant to create a Maker Space at CPMS. We are currently ordering 3D printers and planning to train both staff and students to use this equipment as well as train others. This will be located in our science building where all students will have access during their science classes. Additionally, we are expanding our Raspberry Pi equipment and hope to offer more computer coding classes to our students in the future.

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** July 9, 2020

| System Inspected  | Rating | Repair Needed and Action Taken or Planned  |
|---|--------|--|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                 | Good   |  |
| <b>Interior: Interior Surfaces</b>                                | Fair   | At the time of this report, carpet throughout the admin. building which includes the health office and the staff lounge was worn and torn throughout. The formica within room P176 is broken on the counter. Both the carpet and formica are on the district's list for repairs. Rooms 142, 162, 165 and the workroom were noted as having water stained ceiling tiles but all ceiling tiles as of this SARC have been replaced.   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b> | Good   |  |
| <b>Electrical: Electrical</b>                                     | Good   |  |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>           | Good   |  |
| <b>Safety: Fire Safety, Hazardous Materials</b>                   | Fair   | The following has been repaired from the most recent FIT: No skid paint was peeling on ramps and paint was chipping on railing outside of rooms on many of the portable classrooms. Rooms 141, 144 and 154, were noted as having paint chipping on the door. Room 166 had a broken door stop. The Media Center was noted as having paint that is chipping on the wall. The only item from the FIT still in need of repair is Room 141's trip hazard at the asphalt seam and this is on the district list for repair. |
| <b>Structural: Structural Damage, Roofs</b>                       | Good   |  |

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

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

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

#### Grades Three through Eight and Grade Eleven

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

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 31             | N/A            | 31               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 15             | N/A            | 23               | N/A              | 39            | N/A           |

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

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

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

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

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

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 16             | N/A            | 16               | N/A              | 30            | N/A           |

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

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

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

### 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 areas of physical education.

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

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

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

## 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 for the school district and each school site

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

At Chalone Peaks Middle School, parents are highly encouraged to become involved in their child's education. Parents may participate in the Parent Teacher Organization (PTO), the English Learner Advisory Council (ELAC), and the School Site Council (SSC) - our school's governing body. The SSC, with input from our ELAC, sets our schools' goals and monitors our progress towards these goals. Parents are also encouraged to volunteer in their child's classrooms.



Parents are also involved in two progress report fairs to discuss academic achievement held in October and February of each school year as well as meetings with teachers throughout the school year by appointment. Parents can also participate in parent nights to learn about supporting their students with the Common Core standards, SWUN math nights, expectations and planning for high school, and various student body activities. Parents also are an integral part of our annual Ancient Days activities for 6th grade students, Medieval Fair for 7th grade students, and the Civil War Reenactment for 8th grade students. Parents also help coach all of our sports teams.

During distance learning, we have offered monthly parent meetings on Zoom to keep our parents informed and support parents as they support our students. Teachers and administrators work together during these monthly meetings to present ideas, strategies, and different ways parents can support their students from a distance.

Parents who wish to participate in Chalone Peaks Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-4400. Additionally, Chalone Peaks' website (<http://www.cpeaks.kcusd.org/>) provides a variety of resources and information for parents, staff, students, and community members. Parents can also connect with us on Parent Square at <https://www.parentsquare.com>.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

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

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 11.9           | 16.1           | 4.4              | 5.9              | 3.5           | 3.5           |
| Expulsions  | 0.6            | 0.8            | 0.1              | 0.2              | 0.2           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.1            | 0.04             | n/a           |
| Expulsions  | 0.004          | .0015            | n/a           |

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

### School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern at Chalone Peaks Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Plan includes the school's disaster preparedness plan, which outlines steps for maintaining student and staff safety during a disaster. Fire and disaster drills are practiced monthly throughout the school year. Each classroom has a chart posted by the door that lists what to do in each emergency situation so that all students and staff and have easy access to the information at all times.

Chalone Peaks Middle School's Site Safety Plan is officially updated each fall by the School Safety Committee, which consists of teachers, students, the principal, and classified staff. A copy of the safety plan is available to the public at the school office. The safety plan is reviewed with staff at the first staff meeting which was held in August, 2020. The School Site Council reviewed the safety plan and approved it on October 27, 2020.

To ensure student safety, supervision is provided on campus at all times. School staff and teachers supervise students before and after school and during passing periods. Students are monitored at lunch by yard supervisors, a campus security staff member, a probation officer, three school counselors, and administration. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|                       | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| English Language Arts | 21                 | 12                         | 13                          | 2                         | 24                 | 8                          | 13                          | 5                         | 25                 | 9                          | 22                          | 1                         |
| Mathematics           | 22                 | 10                         | 13                          | 2                         | 24                 | 7                          | 10                          | 7                         | 23                 | 9                          | 16                          | 1                         |
| Science               | 26                 | 7                          | 11                          | 3                         | 25                 | 7                          | 11                          | 4                         | 27                 | 3                          | 15                          | 4                         |
| Social Science        | 26                 | 6                          | 12                          | 3                         | 26                 | 7                          | 12                          | 2                         | 27                 | 3                          | 14                          | 5                         |

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 290.3 |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3                                 |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Nurse   | 0.3                               |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |
| Other   |                                   |

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$11,548                     | \$3,207.00                          | \$8,341.00                            | \$67,824               |
| District                                      | N/A                          | N/A                                 | \$8,928                               | \$69,235               |
| Percent Difference - School Site and District | N/A                          | N/A                                 |                                       |                        |
| State   | N/A                          | N/A                                 | \$7,750                               | \$80,565               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 |                                       |                        |

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

### Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, during the 2019-20 school year, King City Union School District received state and federal funding for the following categorical and support programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title III, Part A (LEP Students)

The school site utilizes Title III and Title I to support English Learners and to provide access to intervention for reading and math through the master schedule. The school also funds extended learning opportunities for these students through a summer school and after school classes. Title II funds are used to provide professional development to teachers and administrators to support the district's goals.

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

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$40,920        | \$50,574                                     |
| Mid-Range Teacher Salary                      | \$68,715        | \$76,649                                     |
| Highest Teacher Salary                        | \$96,697        | \$98,993                                     |
| Average Principal Salary (Elementary)         | \$125,728       | \$125,150                                    |
| Average Principal Salary (Middle)             | \$124,603       | \$129,394                                    |
| Average Principal Salary (High)               |                 | \$122,053                                    |
| Superintendent Salary                         | \$240,749       | \$193,925                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 34.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 6.0  |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 85      | 80      | 92      |

Chalone Peaks staff have established a data driven decision making model utilizing Achievement Teams, based upon this data, the school is continually improving instruction for students and identifying areas to support through professional development. As Covid-19 caused our district to go to distance learning in the spring of 2019, the staff at Chalone Peaks established daily collaboration for an hour based upon content area and grade level needs. Additionally, the school spent additional professional development in getting prepared to start a school year in full distance learning utilizing the new district Tech TOSA for support in new online platforms. Focused Professional development continues to be offered in mathematics by our SWUN math coach which involves demonstration lessons, co-teach/co-plan lessons and group professional development on specific areas as identified from data. This year, the school has had additional days of science training to support the newly adopted science curriculum.

The district provides TECH TOSAS (teachers on special assignment) that are working alongside of teachers as requested in providing support with strengthening digital learning through lesson design and supporting best practices. Additionally, the TECH TOSAS are providing self paced and whole group professional development in an ongoing fashion for all staff.