

Challenger 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 | Challenger Middle School |
| Street | 41725 North 170th Street East |
| City, State, Zip | Lancaster, CA 93535 |
| Phone Number | 661-264-1790 |
| Principal | Rebecca E. Handzel |
| Email Address | rhandzel@wilsona.k12.ca.us |
| County-District-School (CDS) Code | 19651516106561 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|---------------------------|
| District Name | Wilsona School District |
| Phone Number | (661) 264-1111 |
| Superintendent | Susan Andreas-Bervel |
| Email Address | sbervel@wilsona.k12.ca.us |
| Website | www.wilsonasd.net |

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

About Our School & Principal's Comment:

At Challenger Middle School and the Wilsona Achievement Academy we are in our 6th year of PBIS (Positive Behavior Intervention and Support). Our school-wide behavior expectations are: Respectful, On time, Accountable for Actions, and Ready to Learn. Here at Challenger, we ROAR! Teachers have been trained in Capturing Kid's Hearts and SEEDS Restorative Justice Practices. We endeavor to create a positive, safe environment for our students to learn and grow.

School Description and Mission Statement (School Year 2020—21)

Challenger Middle School is a small rural school located in the farthest northeast part of Los Angeles County. When you come to our school, you will find dedicated teachers who care about their students. The teachers spend time planning lessons and learning more about how to teach 21st Century skills as well as what the Common Core Standards are requiring, preparing students for the world they are about to enter. You will see our office staff, custodians, cafeteria workers, instructional assistants, and noon duty supervisors and other personnel caring about our students, and campus in many ways: from greeting by our office staff, to the food that is being served, to how the campus is being supervised and monitored throughout the day. The environment for how our teachers and students learn and play is important. Our students would not be successful without the support of their parents or guardians who communicate and build a relationship with teachers and staff. It is a true partnership that makes a student successful when the school and parents can come together for the success of the student. We aim to continue to improve this partnership with our parents and community.

Wilsona Achievement Academy is an alternative community day school located at the south end of the property of our neighboring campus. Wilsona Achievement Academy provides 1 teacher and 2 part time instructional assistants and educates students who are in sixth through eight grade.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 5 | 132 |
| Grade 6 | 123 |
| Grade 7 | 138 |
| Grade 8 | 138 |
| Total Enrollment | 531 |

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

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 7.2 |
| American Indian or Alaska Native | 0.9 |
| Asian | 0.2 |
| Filipino | 0.2 |
| Hispanic or Latino | 73.3 |
| White | 13.9 |
| Two or More Races | 4.1 |
| Socioeconomically Disadvantaged | 95.7 |
| English Learners | 26.6 |
| Students with Disabilities | 12.8 |
| Foster Youth | 1.3 |
| Homeless | 1.9 |

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 | 100 | 100 | 100 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 1 | 1 |
| Total Teacher Misassignments* | 0 | 1 | 1 |
| Vacant Teacher Positions | 0 | 1 | 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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | 5th grade uses California "Reach for Reading" (2016) 6th grade use McGraw Hill Education – Study Sync for ELA (2016) 7th grade uses McGraw Hill Education - Study Sync for ELA (2016) 8th grade uses McGraw Hill Education - Study Sync (2016) | Yes | 0 |
| Mathematics | 5th grade students use CA Mathematics Expression (2015) 6th grade use McGraw Hill - CA Mathematics, Course 1 (2015) 7th grade uses McGraw Hill - CA Mathematics, Course 2 (2015) 8th grade uses McGraw Hill - CA Mathematics, Course 3 (2015) | Yes | 0 |
| Science | 5th grade students use Houghton-Mifflin Science (2007) 6th grade use Prentice Hall Science (2006) 7th grade uses Prentice Hall Focus on Life Science (2006) 8th grade uses Glencoe – Physical Science (2006) | Yes | 0 |
| History-Social Science | 5th grade use McGraw Hill - Impact Social Studies U.S. History Making a New Nation 6th grade use National Geographic (Cengage) - World History Ancient Civilizations 7th grade use National Geographic (Cengage) - World History Medieval and Early Modern Times 8th grade use National Geographic (Cengage) - U.S. History American Stories Beginnings to World War I | Yes | 0 |

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

School Facility Conditions and Planned Improvements

Using the Facility Inspection Tool(FIT), it was determined that the school's overall rating was a 98.92%. This means that the school is maintained in good repair with a number of non- critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The key areas

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: January 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Clogged sink in office kitchen. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Roof leak in room 500- This has since been repaired. Skylights in main building are boarded and currently under DSA approval. |
| 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) | 27 | N/A | 27 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 13 | N/A | 15 | 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 |
| 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 |
| 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) | 10 | N/A | 9 | 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.

**CAASPP Test Results in Science 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 |
| 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.

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)

All too often, parent involvement in schools is not much more than the glimpse or informal meeting at a parent-teacher conference and an open house. Parents' involvement is vital in students' success, and in creating a healthy and effective school environment. With this in mind, here at Challenger and Wilsona Achievement Academy (WAA), we plan to encourage and engage parents in their children's education by doing some of the following:

- Open House- gives us an opportunity to connect with parents, and familiarize them with what goes on in the classroom, our teaching style and school-wide expectations.
- Teachers making the first contact a positive one- We encourage our teachers to introduce themselves to parents before students take a seat in their classrooms. This can be done through telephone, letters, e-mail etc. We don't want teachers to wait until the student gets into trouble, or falls behind academically, before the first contact is made. Building a bond and partnership between teachers and parents is an integral part of students' success.
- Recruit Parent Classroom Volunteers- Have parents help in the classroom or during field trips, dances, and any school event. Helping in this environment give parents a first-hand look, and helps create a bond with the teacher and students.
- Keep parents informed constantly- Parents should be up to date on activities and school events. This can be done through notes in binder reminders, e-mails, social media accounts and Blackboard Connect messages. Progress reports sent home on a regular basis regarding students' performance both academically and behaviorally. Provide parents an opportunity to be involved in their children's school life.
- Recruit parents to be involved in leadership opportunities such as: PTSO, School Site Council, English Language Advisory Committee(ELAC), District English Language Advisory Committee (DELAC), School Advisory Committee, etc.
- Encourage parents to check their children's' grades in Power School, and to have an open-door policy, creating a forum, where parents and teachers can be constantly communicating about a child's progress.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | 82.7 | 83 | 84.5 |

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 | 29 | 41 | | | | |
| Expulsions | 0 | 0 | | | | |

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 | 10 | | |
| Expulsions | 0 | | |

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)

Challenger Middle School and Wilsona Achievement Academy (WAA) had 0 crimes reported on its campus in the 2019-2020 school year. Staff is notified of dangerous students following the procedures as Mandated by Education Code 35294.2[a][2][D];49079. Staff follows Education Code 35294.2[a][2][A] when reporting child abuse.

Staff members are provided the school district procedures for reporting child abuse along with a reporting form in the staff handbook. Challenger and WAA have monthly disaster/fire drills to ensure that staff and students know all emergency procedures. Students attend safety assemblies so they are notified of school rules and the definition of weapons, bullying and racial slurs, as well as sexual harassment. Students are taught how to report and deal with such incidents. This promotes understanding of the high standards of behavior and safety that Challenger and WAA expect. Our leadership team continues to be trained in Positive Behavior Intervention and Support (PBIS) for the 2019-20 school year, adding a tier 2 team that will help with behavior interventions. Our team continues to remind students of the rules and school wide expectations. Teachers also attended Capturing Kids Hearts training in the previous summer and are implementing strategies in their classrooms like: shaking students hands when they enter, and/or "tell me something good".

The idea is to make a connection with students, creating a positive atmosphere that in turn minimizes behavior issues, increasing instructional minutes. Students in each class created a Social Contract that displays norms they agreed to adhere to in the classroom. Bus duty schedules are updated annually to adjust to changes and to provide proper supervision to students as they arrive and depart. Buses have video cameras to help minimize behavior issues on the buses, and provide a means of identifying and solving problems on buses. Parents are notified of procedures for visiting the school and picking up students early from school. All visitors must sign in and wear a badge while on school property. All staff members are also required to wear ID's provided by the district. This is to ensure the safety of all members of our school community. Staff are assigned duty locations before and after school to ensure that students ingress and egress safely around the campus. During nutrition and lunch, students are provided supervision during their eating and free time, with the monitoring of Noon Duty Aides, and Administration.

All visitors are given a pass to indicate that they are on campus with permission. All volunteers are screened and fingerprinted annually. The Vice Principal has been assigned the task of updating and training staff members on the Comprehensive School Safety Plan. The School Safety Plan is then presented to the School Site Council and then submitted to the Board for annual approval in March. It is available for public inspection. Fencing has also been installed in parts of the campus to secure and enclose sections of the campus. An updated camera system has also been installed in the office.

Challenger Middle School and WAA receives custodial services from one day-time custodian, and three part-time evening custodians who perform basic custodial services.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 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* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| 5 | 20 | 3 | 6 | | 21 | 3 | 4 | | 25 | 2 | 5 | |
| 6 | 23 | 9 | 25 | | 24 | 5 | 25 | | 26 | 4 | 20 | |
| Other** | | | | | 11 | 1 | | | | | | |

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

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

Average Class Size and Class Size Distribution (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* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 25 | 4 | 16 | | 23 | 7 | 18 | | 22 | 7 | 8 | 1 |
| Mathematics | 21 | 6 | 7 | | 24 | 2 | 9 | | 25 | 3 | 8 | |
| Science | 21 | 6 | 7 | | 24 | 2 | 9 | | 25 | 3 | 8 | |
| Social Science | 23 | 4 | 11 | | 24 | 2 | 9 | | 25 | 3 | 8 | |

*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* | 531 |

*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) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 0.2 |

*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 | 7127.43 | 757.37 | 6370.06 | |
| District | N/A | N/A | 3231.45 | \$77,696 |
| 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)

Challenger Middle School provides an After School program for students who need additional support in reading and math. Some enrichment activities are also provided for students such as Leadership, Lego Robotics, and Band. These programs run for 1.5 hours usually for 5-6 weeks. There are three sessions available for students to participate. Transportation as well as snacks are provided for students who participate in the program. Students also participate in competitive sports with other schools throughout the year.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,297 | \$50,574 |
| Mid-Range Teacher Salary | \$75,949 | \$76,649 |
| Highest Teacher Salary | \$96,875 | \$98,993 |
| Average Principal Salary (Elementary) | \$118,649 | \$125,150 |
| Average Principal Salary (Middle) | \$120,649 | \$129,394 |
| Average Principal Salary (High) | | \$122,053 |
| Superintendent Salary | \$159,800 | \$193,925 |
| Percent of Budget for Teacher Salaries | 34.0 | 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 | 3 | 3 | 3 |

Opportunities for continued professional growth are available at the site level three times a year, as well as in PLC/Collaboration and staff meetings. Challenger Middle School is in the second year of CSI status (2019-2020), professional development focused on the implementation of i-Ready Diagnostic Assessments and computer adjusted lessons for students in math and reading. Teachers as well as site and district administrators participated in i-Ready professional development in July and October of 2019 and attended a three day i-Ready conference. i-Ready representatives were also available to meet with site teachers weekly, as needed, and/or by request. Teachers were supported by site and district administrators in their implementation of i-Ready during administrative walkthroughs, during staff meetings and 1:1 with site administrators. Student data was shared with teachers, parents and students via data chats. Teachers and site administrators also attended additional professional developments such as facilitated IEP writing and multiple MTSS conferences including topics such as PBIS, SEL, SST, etc.

Teachers in grades 5-8 worked with a consultant to identify essentials standards in Math and ELA.