

Samueli Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1901 North Fairview St. Santa Ana, CA , 92706-2205	Principal:	Lee Fleming, Head of School
Phone:	(714) 619-0215	Grade Span:	7-12

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, 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 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.

Approved 01/25/2022

About This School

Lee Fleming, Head of School

Principal, Samueli Academy

About Our School

Samueli Academy's mission is to ignite the passion within all students to reach their greatest potential through a nurturing and innovative learning environment. Never has the emphasis of our mission on innovation and nurturing been so critical as during these last 2 years in which we have collectively experienced loss, isolation, and constant change. As a school created with the idea of adjusting structures to meet student needs, Samueli Academy is uniquely positioned to support student success through this pandemic. We excel at flexibility, learning our way through problems, and leveraging relationships with partners to provide ample support to our students. We hope our partners know how much we appreciate their support, our parents and caregivers understand that we tremendously value their input, and that our students feel how much we love them.

With gratitude,

Lee Fleming

Head of School

Contact

Samueli Academy
1901 North Fairview St.
Santa Ana, CA 92706-2205

Phone: (714) 619-0215

Email: lfleming@samueliacademy.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Orange County Department of Education
Phone Number	(714) 966-4000
Superintendent	Mijares, Al
Email Address	amijares@ocde.us
Website	www.ocde.us

School Contact Information (School Year 2020—2021)

School Name	Samueli Academy
Street	1901 North Fairview St.
City, State, Zip	Santa Ana, CA , 92706-2205
Phone Number	(714) 619-0215
Principal	Lee Fleming, Head of School
Email Address	lfleming@samueliacademy.org
Website	http://www.samueliacademy.org/
County-District-School (CDS) Code	30103060126037

Last updated: 1/7/22

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

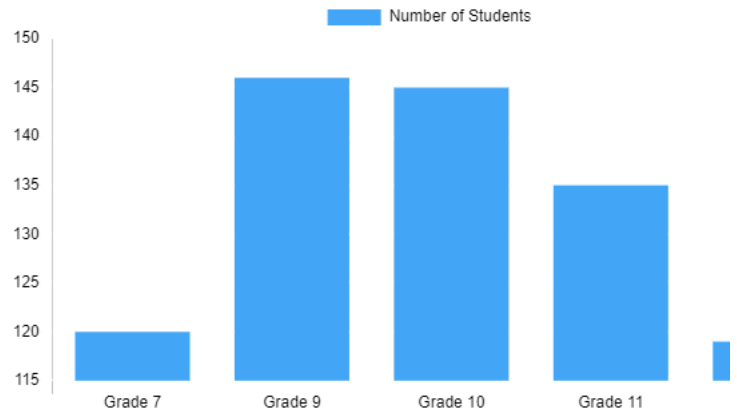
The Mission of Samuelli Academy is to ignite the passion within all students to reach their greatest potential through a nurturing and innovative learning environment. Samuelli Academy is an independent charter founded in 2013 under the Orange County Department of Education and is a program of Orangewood Foundation. Samuelli Academy is located in Santa Ana, California in the heart of Orange County. Samuelli Academy currently hosts about 130 students per grade level, for a total of 800. Samuelli Academy has graduated five senior classes prior to this year and launched a middle school program beginning with 7th grade only in the fall of 2020, adding 8th grade in the fall of 2021.

Though the 2020-2021 school year started 100% online, even in the virtual environment, Samuelli Academy maintained a commitment to highly quality project based learning (PBL) where the ideas of collaboration, teamwork, and authentic presentation are incorporated. We reopened as a school in March of 2020 with 60% of our student population on campus divided into two groups. Samuelli Academy provides a 1:1 laptop ratio requiring students to prepare assignments, presentations, and projects, using computer software. Upon completion of projects, students dress professionally and present their findings to peers, teachers, and members of the community in a formal presentation. Samuelli Academy students also take rigorous and challenging courses such AP, dual enrollment courses, and honors courses.

Last updated: 1/7/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	120
Grade 9	146
Grade 10	145
Grade 11	135
Grade 12	119
Total Enrollment	665



Last updated: 1/7/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	0.40%
American Indian or Alaska Native	0.10%
Asian	2.80%
Filipino	0.70%
Hispanic or Latino	86.10%
Native Hawaiian or Pacific Islander	0.10%
White	6.40%
Two or More Races	2.80%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	56.10%
English Learners	15.90%
Students with Disabilities	10.50%
Foster Youth	0.90%
Homeless	0.70%

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

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

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Google Apps for Education ("GAFE"), Echo, Newsela, Khan Academy, Youtube, TED Talks, Prezi, Lets Go Learn, Nearpod, Powtoons, Kahoot, Canvas, Britannica Novels may vary including: Hamlet, The Glass Castle, Brave New World, The Kite Runner The Tortilla Curtain, Enrique's Journey, Outliers, The Things They Carried, The Great Gatsby Things Fall Apart, 1984, Animal Farm, We Were Here Ender's Game, Lord of the Flies Bless Me Última	Yes	0%
Mathematics	Interactive Mathematics Program Echo, Google Suite, Khan Academy, IXL, Desmos, TI-84 PLUS CE and family graphing calculators, TI-Nspire	Yes	0%
Science	NewsELA, TED Ed talks, Socrative, Google Suite, LoggerPro, Vocaroo, Bozeman Science, Vocabulary.com, Vernier Probes (labware), digital volt meters, Youtube, Khan Academy, Google docs, Google Sheets, Sketchboard.io, digital video creating, podcasts. Environmental/Earth Science: AP Living and the Environment Biology: The Immortal Life of Henrietta Lacks Half Earth: Our Planets fight for Survival Guns, germs, and steel Fast Food Nation: The Dark Side of the All-American Meal Chemistry in the Community: American Chemical Society Engineering: Sam: One Robot, a Dozen Engineers, and the Race to Revolutionize the Way We Build	Yes	0%
History-Social Science	Digital and technological resources are used in 10th grade Social Studies, including Echo, Nearpod, Google Docs/Slides, Youtube, Class Dojo, Crash Course, Digital Textbook, Britannica School and Weebly World History: A History of Western Society Economics: Economics, Principles & Practices	Yes	0%
Foreign Language	Newsela, Quizlet/Quizlet Live, Kahoot, Quizizz, YouTube, Google Docs/ Slides/ Sheets, Echo, Prezi, Conjuguemos Exprésate Abriendo Paso: Gramática (Prentice Hall) Abriendo Paso: Lectura (Prentice Hall) Conexiones: Comunicación Y Cultura (Prentice Hall) La Hija del Sastre by Carrie Toth and Carol Gaab (TPRS Publishing)	Yes	0%
Health	Diversified Health Occupations Medical Terminology 350 Caring for Patients from Different Cultures If Disney Ran Your Hospital: 9.5 Things You Would Do Differently	Yes	0%
Visual and Performing Arts	Visual Experience Discovering Art History	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/8/22

School Facility Conditions and Planned Improvements

<p>null</p>

Last updated: 1/8/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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: October 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2021

Overall Rating	Exemplary
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Last updated: 1/14/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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.

Last updated: 1/14/22

School Accountability Report Card

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	247	94.27	5.73	65.04
Male	134	127	94.78	5.22	53.54
Female	126	118	93.65	6.35	76.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	209	94.14	5.86	63.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	64.29
Two or More Races	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	141	132	93.62	6.38	61.83
English Learners	37	32	86.49	13.51	18.75
Students with Disabilities	27	25	92.59	7.41	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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.

Last updated: 1/8/22

School Accountability Report Card

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	242	92.37	7.63	36.93
Male	134	125	93.28	6.72	37.60
Female	126	115	91.27	8.73	35.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	205	92.34	7.66	34.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	42.86
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	141	128	90.78	9.22	32.03
English Learners	37	33	89.19	10.81	0.00
Students with Disabilities	27	23	85.19	14.81	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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.

Last updated: 1/8/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	25.93	N/A	NT	N/A	28.72

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.

Last updated:

School Accountability Report Card

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	28	82.35	17.65	25.93
Male	20	19	95.00	5.00	27.78
Female	14	9	64.29	35.71	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	21	84.00	16.00	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	16	13	81.25	18.75	25.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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.

Last updated: 12/10/21

Career Technical Education (CTE) Programs (School Year 2020—2021)

CTE Programs Offered at Samueli Academy

Engineering & Architecture
 Arts Media & Entertainment
 Virtual Enterprise

CTE course sequences are updated in the Course Catalog each year. [Click here for the current course catalog.](#)

Primary Representatives from CTE Advisory Committees:

Engineering & Architecture contact: Nino Polizzi (npolizzi@samueliacademy.org)

Arts Media & Entertainment contact: Patricia Vining (pvining@samueliacademy.org)

Work-Based Learning and VEI contact: Gina Gonzalez (ggonzalez@samueliacademy.org)

Members of the CTE advisory committees represent a broad spectrum of industries across all fields of engineering, design, fashion, and local businesses.

Last updated: 1/8/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	543
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	58.25%

Last updated: 1/8/22

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

California Physical Fitness Test Results (School Year 2020—2021)

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-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

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 2021-2022)

See the Samueli Academy website for updated opportunities:

MENTOR

Make a huge impact in the life of a foster youth by becoming a friend to rely on, a leader to look up to and a teacher to build self-confidence with. For more information about the Mentor Program, please contact Shane Panther at spanther@orangewoodfoundation.org or (714) 619-0225.

YOUTH/FUNDRAISING EVENTS

Make our events memorable by supporting with registration, organizing, directing guests, manage games/activities, and other duties. All these opportunities are open to volunteers if we need extra support and the Volunteer Manager will contact you directly if interested.

HANSON AUTHENTIC AUDIENCE

Become a member by listening and critiquing student project presentations, with other business professionals and community leaders. Your help will build self-confidence and improve student communication skills.

WORK-BASED LEARNING

Prepare students for the work world by hosting a company tour, leading a workshop, assisting in mock interviews, hosting a summer intern, or become a career coach. Share your experience and passion with students as they take a 4 year career focused program.

PROFESSIONAL MENTORSHIP PROGRAM

Be a professional mentor to Samueli Academy alumni. Provide support, knowledge, and insight to former students who are in their first or second year of college.

AFTER SCHOOL ACADEMIC VOLUNTEER

Help students develop healthy study habits, gain confidence and improve academic performance, primarily in English and Math. As an Academic Volunteer you are helping to prepare students for success in high school and beyond. Monday- Thursday from 3:45PM-5:00PM.

CAFETERIA SUPPORT

Help clean, set-up and serve the students during their lunch period. Monday-Thursday from 11:30AM-12:30PM and Friday from 11:55AM-1:00PM

OFFICE SUPPORT

Provide administrative support to our front office team. Assist with greeting guests, checking-in volunteers, light clerical work and support of other special office projects as needed. Weekdays during school hours.

OTHER VOLUNTEER OPPORTUNITIES AT ORANGEWOOD FOUNDATION

KITCHEN

As a volunteer you can provide lunch or dinner for youth utilizing the on-site Resource Center or attending Independent Living Program workshops. This is a great opportunity for individuals, companies and small groups.

JOIN AN AUXILIARY

Two social groups of volunteers that fundraise and “friend” raise to support current and former foster youth – 44 Women for Orangewood and PALS. Make new friends who believe in our youth just like you do!

OFFICE SUPPORT

Get to know the operations of Orangewood Foundation. Provide administrative support - data entry, filing, and organizing donations. A few hours a week can help us accomplish a lot.

State Priority: Pupil Engagement

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

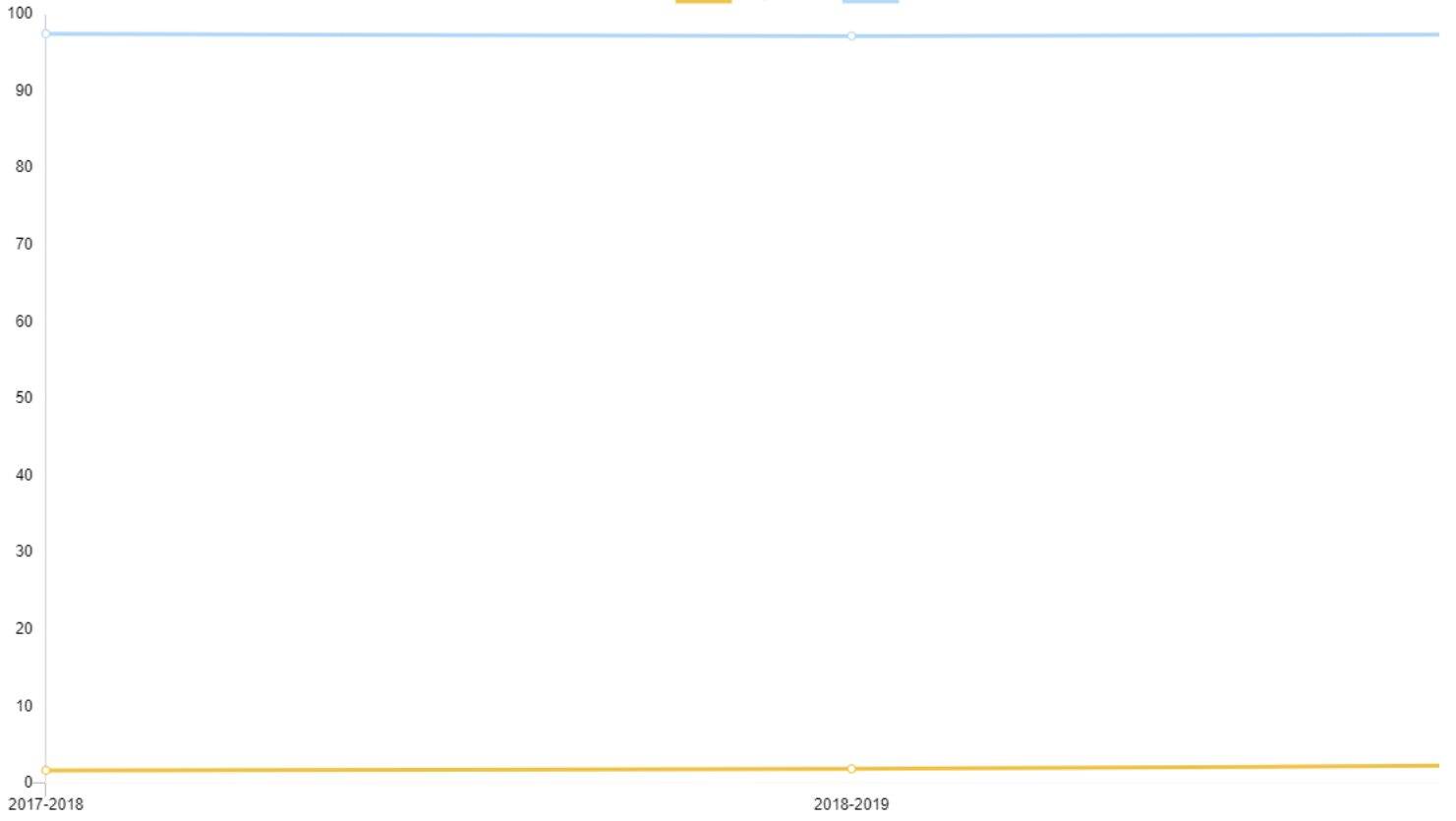
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	1.70%	1.90%	2.50%	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	97.50%	97.20%	97.50%	--	--	--	84.50%	84.20%	83.60%

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Dropout Rate Graduation Rate



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 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.45%	2.67%	1.64%	1.10%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.03%	0.20%
Expulsions	0.00%	0.00%	0.00%

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.

Last updated: 1/8/22

School Safety Plan (School Year 2021-2022)

Current safety plan is linked [here](#) and includes full description of process and elements of safety plan.

Last updated: 1/8/22

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) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	7	14	2
Math	25.00	5	16	
Science	24.00	8	11	
Social Science	23.00	10	10	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	10	14	
Math	23.00	12	10	3
Science	24.00	7	12	2
Social Science	25.00	4	13	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	16.00	39	5	
Math	16.00	69	3	
Science	14.00	45	2	8
Social Science	18.00	32	2	4

Last updated: 1/8/22

* 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.

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Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	337.5

Last updated: 1/1/00

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

* 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 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15025.88	\$2400.40	\$12625.49	\$78318.49
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

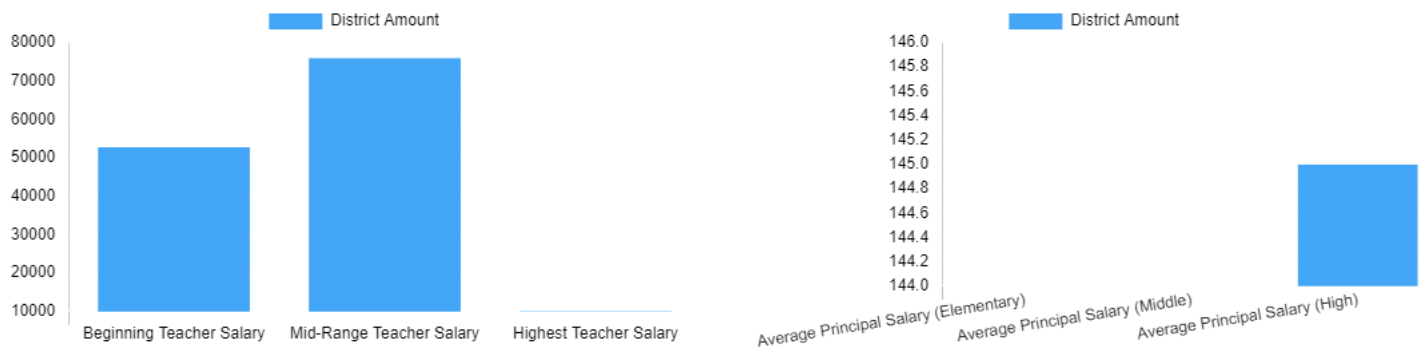
Samueli Academy funds many programs to support youth above and beyond state-funded items including a full-time School Psychologist, Student Success Coordinator, and an Alumni program. These programs are available for all students but are designed specifically to target the needs of Foster Youth as well as community youth. For a complete list of programs and description of funding, please refer to our LCAP linked on our school website [here](#).

Last updated: 1/10/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52800.00	--
Mid-Range Teacher Salary	\$76000.00	--
Highest Teacher Salary	\$101000.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$145.00	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 18.40%

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	5
Mathematics	4
Science	2
Social Science	2
Total AP Courses Offered*	14.00%

Last updated: 1/8/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2