

School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

For *Joan Macy School*

Address: 1350 Third Street, La Verne, CA 91750 **Phone:** (909) 596-3173

Principal: Monica Kirk

Grade Span: 1-12

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 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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

| Entity | Contact Information |
|----------------|--------------------------------|
| District Name | Bonita Unified School District |
| Phone Number | (909) 971-8200 |
| Superintendent | Carl J. Coles |
| Email Address | coles@bonita.k12.ca.us |
| Website | do.bonita.k12.ca.us |

School Contact Information (School Year 2020–2021)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | Joan Macy School |
| Street | 1350 Third Street |
| City, State, Zip | La Verne, CA, 91750 |
| Phone Number | 909-596-3173 |
| Principal | Monica Kirk |
| Email Address | kirkm@davidandmargaret.org |
| Website | Davidandmargaret.org |
| County-District-School (CDS) Code | 19-64329-7066079 |

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

Joan Macy School is a Title 1 School that offers an educational program designed to meet the specific needs of our students. We are a non-public school and work collaboratively with Bonita Unified School District, as well as other surrounding school districts to meet the educational needs of the students. We are fully certified by the California Department of Education to serve students in grades 1st to 12th. Since most of our students participate in an integrated, therapeutic program consisting of personal and family counseling, our school routine is flexible and individualized to meet the particular needs of our population. The ultimate goal of our program is to positively return our students to the community setting.

Goal Statement: The purpose of Joan Macy School is to provide a beneficial environment where students can develop academic, social and vocational skills that will enable them to transition independently and successfully into the community.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 1 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 1 |
| Grade 7 | 2 |
| Grade 8 | 7 |
| Ungraded Elementary | 0 |
| Grade 9 | 6 |
| Grade 10 | 5 |
| Grade 11 | 7 |
| Grade 12 | 12 |
| Ungraded Secondary | 0 |
| Total Enrollment | 41 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.3% |
| American Indian or Alaska Native | 2.4% |
| Asian | 2.4% |
| Filipino | 0 |
| Hispanic or Latino | 51.2% |
| Native Hawaiian or Pacific Islander | 0 |
| White | 34.1% |
| Two or More Races | 12.4% |
| Socioeconomically Disadvantaged | 71% |
| English Learners | 32% |
| Students with Disabilities | 100% |
| Foster Youth | 10% |
| Homeless | 0 |

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– 2019 | School 2019– 2020 | School 2020– 2021 | District 2020– 2021 |
|---|----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| With Full Credential | 5 | 5 | 5 | DPL |
| Without Full Credential | 0 | 0 | 0 | DPL |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | DPL |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018–2019 | 2019–2020 | 2020–2021 |
|---|------------------|------------------|------------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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 2019–2020)**

Year and month in which the data were collected: 8/2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Houghton, Mifflin-Harcourt Journeys CA Grades 1-5/2017 Connections CA,2017 Grades 6-8 Collections CA, 2017, Grades 9-12 | Yes | 0 |
| Mathematics | Mc Graw-Hill My Math/2015 Grades 1-5 California Math Course 1,2,3/2015 Grades 6-8 Integrated Math I,II,III/2014 Grades 9-12 | Yes | 0 |
| Science | Prentice Hall Calif. Science Systems Grades 1-5 CA Focus Earth Sci., Grade 6,9, CA Focus Life Sci., Grade 7, CA Focus on Physical Sci. Grade 8 CA Earth/Physical Science, Grade 9 Biology CA, Grade 10 Environmental Science, Grade 11 | Yes | 0 |

| | | | |
|---|--|-----|---|
| History-Social Science | History-Social Science for CA, Grades 1-5 Middle School-Social Science Series Grades 6-8 World Geography Grade 9 World History-Modern Times Grade 10 US History-The American Vision Grade 11 Economics-Economic Principles & Practices Government-Macgruders American History | Yes | 0 |
| Foreign Language | Grades 9-12 Avancemos! | No | 0 |
| Health | Health Globe Fearon | No | 0 |
| Visual and Performing Arts | Understanding Art | No | 0 |
| Science Laboratory Equipment (grades 9-12) | Microscopes | Yes | 0 |

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

School Facility Conditions and Planned Improvements

Joan Macy School is located on the grounds of David & Margaret's Residential Facility. It is a gated facility and visitors are screened upon entry. The greenery of the trees and lawns, provides a park-like feeling. It has a relaxing and tranquil atmosphere, in which visitors, parents and students find inviting. The grounds are maintained and groomed daily after school hours, as to not disrupt student education. Further into the facility is the Joan Macy School. There are 4 classrooms, a Multi-Purpose Room/Gym, Woodshop class, a playground area and a pool. Joan Macy promotes an enjoyable atmosphere for learning. There are planned improvements for the basketball/volleyball area.

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: DPL

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | DPL | DPL | None Required |
| Interior: Interior Surfaces | X | DPL | DPL | None Required |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | DPL | DPL | None Required |
| Electrical: Electrical | X | DPL | DPL | None Required |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | DPL | DPL | None Required |
| Safety: Fire Safety, Hazardous Materials | X | DPL | DPL | None Required |
| Structural: Structural Damage, Roofs | X | DPL | DPL | None Required |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | DPL | DPL | None Required |

Overall Facility Rate

Year and month of the most recent FIT report: 8/2019

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| DPL | X | DPL | DPL |

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– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | DPC | N/A | DPC | N/A | DPC | N/A |
| Mathematics (grades 3-8 and 11) | DPC | N/A | DPC | N/A | DPC | 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 |
| 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– 2019 | School 2019– 2020 | District 2018– 2019 | District 2019– 2020 | State 2018– 2019 | State 2019– 2020 |
|--|----------------------------------|----------------------------------|------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Science (grades 5, 8 and high school) | DPC | N/A | DPC | N/A | DPC | 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 Five, Eight, and High School (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.

Career Technical Education Programs (School Year 2019–2020)

Per each students IEP, prior to their 16th birthday, each student is assessed for post-secondary educational goals, employment goals and independent living goals in order to develop their Individual Transition Plan (ITP). Students are given interest inventory assessments using COPS II or cacarrerzone.org. These assessments explore student's interests, whether in service, science, technology, or other career interest. Students also participate in Life 101 class, where they learn about daily living expenses, cost for housing, budgets, transportation cost, filling out job applications, participate in mock interviews, college applications, assistance with FAFSA. and much more. Students have opportunities to work on or off campus. Field trips to local colleges are taken during 2nd semester. Students participate in a "Street Law" course in which information is provided regarding laws as an adult and their rights. During senior year, students are provided a folder that includes pertinent information needed for college, Job Corps and Dept. of Rehabilitation.

Career Technical Education (CTE) Participation (School Year 2019–2020)

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

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission | DPC |
| 2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission | DPC |

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 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)

As we provide services for surrounding districts, districts email information for various programs in their community for parent involvement. This may include tutoring, parent workshops, and wellness programs. Parents are also encouraged to participate in their child's educational program and are mailed quarterly progress/report cards. The school sponsors a Student Recognition Awards Banquet each semester. Parents as well as community members are invited to attend. Promotion and Graduation, which is the highlight of the year where many parents and community members celebrate our students.

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– 2017 | School 2017– 2018 | School 2018– 2019 | District 2016– 2017 | District 2017– 2018 | District 2018– 2019 | State 2016– 2017 | State 2017– 2018 | State 2018– 2019 |
|--------------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|------------------------|------------------------|
| Dropout Rate | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| Graduation Rate | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

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– 2018 | School 2018– 2019 | District 2017– 2018 | District 2018– 2019 | State 2017– 2018 | State 2018– 2019 |
|-------------|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| Suspensions | DPC | DPC | DPC | DPC | DPC | DPC |
| Expulsions | N/A | N/A | DPC | DPC | DPC | DPC |

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– 2020 | District 2019– 2020 | State 2019– 2020 |
|-------------|-------------------------|---------------------------|------------------------|
| Suspensions | DPC | DPC | DPC |
| Expulsions | DPC | DPC | DPC |

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)

Joan Macy has a Disaster Plan in cases of emergency. At the beginning of each school year, staff provide and review with students, safety guidelines and protocols. Fire/Earthquake drills are scheduled and conducted monthly. A check list for attendance is conducted after each drill. Exit/Evacuation signs are displayed in all classrooms and the school office. Lock Down drills are conducted 1-2 times per year. There is a Crisis Team in place in the event of an emergency or disaster. Policies are on file as well as in employee handbooks for their review. There is a safety team that meets and adjust plans as needed. Disciplinary plans and guidelines that govern student behaviors. Students are provided with school expectations for behavior in/out of school, as well as transportation guidelines and expectations. Students acknowledge receiving policies and protocols by signing forms at the beginning of each school year or during orientation.

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 2017–2018)

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

*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 2018–2019)

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

*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 | DPC | DPC | DPC | DPC |
| 1 | DPC | DPC | DPC | DPC |
| 2 | DPC | DPC | DPC | DPC |
| 3 | DPC | DPC | DPC | DPC |
| 4 | DPC | DPC | DPC | DPC |
| 5 | DPC | DPC | DPC | DPC |
| 6 | DPC | DPC | DPC | DPC |
| Other** | DPC | DPC | DPC | DPC |

*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 2017–2018)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | DPC | DPC | DPC | DPC |
| Mathematics | DPC | DPC | DPC | DPC |
| Science | DPC | DPC | DPC | DPC |
| Social Science | DPC | DPC | DPC | DPC |

*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 2018–2019)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|------------------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English Language Arts | DPC | DPC | DPC | DPC |
| Mathematics | DPC | DPC | DPC | DPC |
| Science | DPC | DPC | DPC | DPC |
| Social Science | DPC | DPC | DPC | DPC |

*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 Language Arts | DPC | DPC | DPC | DPC |
| Mathematics | DPC | DPC | DPC | DPC |
| Science | DPC | DPC | DPC | DPC |
| Social Science | DPC | DPC | DPC | DPC |

*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 |
|--------------------------------------|--------------|
| Pupils to Academic Counselor* | DPC |

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

*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 | Not available | Not Available | Not Available | \$67,000 |
| District | N/A | N/A | DPL | DPC |
| Percent Difference – School Site and District | N/A | N/A | DPL | DPL |
| State | N/A | N/A | DPC | DPC |
| Percent Difference – School Site and State | N/A | N/A | DPL | DPL |

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

Types of Services Funded (Fiscal Year 2019–2020)

Based on students IEP, additional services are provided-educationally related mental health services, occupational therapy and speech and language. All students are provided school counseling.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | DPC | DPC |
| Mid-Range Teacher Salary | DPC | DPC |
| Highest Teacher Salary | DPC | DPC |
| Average Principal Salary (Elementary) | DPC | DPC |
| Average Principal Salary (Middle) | DPC | DPC |
| Average Principal Salary (High) | DPC | DPC |
| Superintendent Salary | DPC | DPC |
| Percent of Budget for Teacher Salaries | DPC | DPC |
| Percent of Budget for Administrative Salaries | DPC | DPC |

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ DPC _____

| Subject | Number of AP Courses Offered* |
|----------------------------------|--------------------------------------|
| Computer Science | DPC |
| English | DPC |
| Fine and Performing Arts | DPC |
| Foreign Language | DPC |
| Mathematics | DPC |
| Science | DPC |
| Social Science | DPC |
| Total AP Courses Offered* | DPC |

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

Professional Development

| Measure | 2018–2019 | 2019–2020 | 2020–2021 |
|--|------------------|------------------|------------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |