

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-amard-jul18item02

# California State Board of EducationJuly 2018 AgendaItem #06

## Subject

School Accountability Report Card: Approve the Template for the 2017–18 School Accountability Report Card.

## Type of Action

Action, Information

## Summary of the Issue(s)

The State Board of Education (SBE) annually approves the School Accountability Report Card (SARC) template in accordance with the requirements of state law (California *Education Code* [*EC*] sections 32286, 33126, 33126.1, 35256, 35258, and 41409).

The 2017–18 SARC template has been modified to: (1) align with the new state and federal accountability reporting requirements, (2) make the format more user-friendly and comprehensive for the parents/guardians and community members of the public, and (3) update the school years and fiscal years to reflect the date the data are being collected.

The proposed template continues to emphasize the Local Control Funding Formula (LCFF) state priorities.

## Recommendation

The California Department of Education (CDE) recommends that the SBE approve the proposed template for the 2017–18 SARC that will be published during the 2018–19 school year (Attachment 1).

## Brief History of Key Issues

The CDE and the SBE continue to make the SARC responsive to state and federal accountability reporting requirements. The following two broad areas of modifications, pending SBE approval, have been made to the proposed 2017–18 SARC template, to be published during the 2018–19 school year.

**1. Update to the State and Federal Accountability Tables**

In accordance with the Every Student Succeeds Act (ESSA), beginning in the 2017–18 school year, local educational agencies (LEAs) and schools will no longer be identified for Program Improvement (PI); LEAs and schools will not be required to implement specific PI-related activities; and previously identified PI schools will not be required to conduct PI interventions. Therefore, the Federal Intervention Program table has been removed from the current template.

**2. Update to the Academic Assessment Tables**

Since the adoption of the Next Generation Science Standards for California Public Schools (CA NGSS), the CDE has been developing a new science assessment based on the CA NGSS. This science assessment is the new California Science Test (CAST). The CAST was piloted during the 2016–17 school year, and is being field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year. Therefore, there is no available data for the 2016–17 and 2017–18 school years. However, the California Assessment of Student Performance and Progress Science table is retained in the 2017–18 SARC template with this information, as an effort to avoid any confusion for parents and the general public.

Additionally, the CDE is currently sponsoring Assembly Bill (AB) 3096 to streamline the SARC to be consistent with LCFF priorities. AB 3096 is also intended to modify the SARC to provide a more user-friendly and concise accountability tool to gauge school performance.

## Summary of Previous State Board of Education Discussion and Action

In July 2017, the SBE approved the 2016–17 SARC template that was used for SARCs published during the 2017–18 school year. The approved SARC template was modified based on the revision of the state and federal accountability reporting requirements and condensed from 27 pages to 15 pages due to the removal of duplicative assessment tables.

## Fiscal Analysis (as appropriate)

The recommended action will result in ongoing budgeted costs to the CDE to prepare and publish the SARC. No additional costs would be imposed on LEAs and schools as a result of approving the SARC template.

The costs of maintaining the SARC Web application are contained in an existing budget allocation to the San Joaquin County Office of Education.

## Attachment(s)

Attachment 1: 2017–18 School Accountability Report Card Template (Word Version) (18 pages)

# Attachment 1: 2017–18School Accountability Report Card Template(Word Version)

(To be used to meet the state reporting requirement

by February 1, 2019)

**Prepared by:**

California Department of Education

Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Web site:**

September 2018

**Contact:**

SARC Team

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**Important!**

**Please delete this page
before using the SARC template**

## School Accountability Report CardReported Using Data from the 2017–18 School Year

**California Department of Education**

*For ...School*

**Address:**

**Principal:**

**Phone:**

**Grade Span:**

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 <http://www.cde.ca.gov/ta/ac/sa/>.
* For more information about the LCFF or the LCAP, see the CDE LCFF Web page at <http://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 <http://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).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL mean data provided by the LEA,
and the letters DPC mean data provided by the CDE.**

## About This School

**District Contact Information (School Year 2018–19)**

| **District Name** | DPC |
| --- | --- |
| **Phone Number** | DPC |
| **Superintendent**  | DPC |
| **E-mail Address** | DPC |
| **Web Site**  | DPC |

**School Contact Information (School Year 2018–19)**

| **School Name** | DPC |
| --- | --- |
| **Street** | DPC |
| **City, State, Zip** | DPC |
| **Phone Number** | DPC |
| **Principal** | DPC |
| **E-mail Address** | DPC |
| **Web Site** | DPC |
| **County-District-School (CDS) Code** | DPC |

**School Description and Mission Statement (School Year 2018–19)**

***Narrative provided by the LEA***

*Use this space to provide information about the school, its program, and its goals.*

**Student Enrollment by Grade Level (School Year 2017–18)**

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

**Student Enrollment by Student Group (School Year 2017–18)**

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Black or African American**  | DPC |
| **American Indian or Alaska Native**  | DPC |
| **Asian**  | DPC |
| **Filipino**  | DPC |
| **Hispanic or Latino** | DPC |
| **Native Hawaiian or Pacific Islander**  | DPC |
| **White**  | DPC |
| **Two or More Races**  | DPC |
| **Socioeconomically Disadvantaged** | DPC |
| **English Learners** | DPC |
| **Students with Disabilities** | DPC |
| **Foster Youth** | DPC |

## 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** | **School2016–17** | **School2017–18** | **School2018–19** | **District2018–19** |
| --- | --- | --- | --- | --- |
| **With Full Credential** | DPL | DPL | DPL | DPL |
| **Without Full Credential** | DPL | DPL | DPL | DPL |
| **Teaching Outside Subject Area of Competence (with full credential)** | DPL | DPL | DPL | DPL |

**Teacher Misassignments and Vacant Teacher Positions**

| **Indicator** | **2016–17** | **2017–18** | **2018–19** |
| --- | --- | --- | --- |
| **Misassignments of Teachers of English Learners** | DPL | DPL | DPL |
| **Total Teacher Misassignments\*** | DPL | DPL | DPL |
| **Vacant Teacher Positions** | DPL | DPL | DPL |

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 Instructional Materials
(School Year 2018–19)**

***Year and month in which the data were collected:*** DPL

| **Subject** | **Textbooks and Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | DPL | DPL | DPL |
| **Mathematics** | DPL | DPL | DPL |
| **Science** | DPL | DPL | DPL |
| **History-Social Science** | DPL | DPL | DPL |
| **Foreign Language** | DPL | DPL | DPL |
| **Health** | DPL | DPL | DPL |
| **Visual and Performing Arts** | DPL | DPL | DPL |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | DPL |

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

**School Facility Conditions and Planned Improvements**

***Narrative provided by the LEA***

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

*• Description of the safety, cleanliness, and adequacy of the school facility*

*• Description of any planned or recently completed facility improvements*

*• Description of any needed maintenance to ensure good repair*

**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 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 | DPL | DPL | DPL | DPL |
| **Interior:** Interior Surfaces | DPL | DPL | DPL | DPL |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | DPL | DPL | DPL | DPL |
| **Electrical:** Electrical | DPL | DPL | DPL | DPL |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | DPL | DPL | DPL | DPL |
| **Safety:** Fire Safety, Hazardous Materials | DPL | DPL | DPL | DPL |
| **Structural:** Structural Damage, Roofs | DPL | DPL | DPL | DPL |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | DPL | DPL | DPL | DPL |

**Overall Facility Rate**

***Year and month of the most recent FIT report:*** DPL

**Overall Rating**

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
| DPL | DPL | DPL | DPL |

## 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 2016–17** | **School 2017–18** | **District 2016–17** | **District 2017–18** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | DPC | DPC | DPC | DPC | DPC | DPC |
| **Mathematics (grades 3-8 and 11)** | DPC | DPC | DPC | DPC | DPC | DPC |

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC |

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

Note: Double dashes (--) appear in the table when the number of students is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.**CAASPP Test Results in Mathematics by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC |

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.**CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Scoring at Proficient or Advanced**

| **Subject** | **School 2016–17** | **School 2017–18** | **District 2016–17** | **District 2017–18** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and 10)** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The California Standards Test and California Modified Assessment for Science will no longer be administered.

Note: The 2017–18 data are not available. The CAST is being field tested during the
2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year.

**Career Technical Education Programs (School Year 2017–18)**

***Narrative provided by the LEA***

*Use this space to provide information about Career Technical Education (CTE) programs including:*

*• Programs and classes offered that are specifically focused on career preparation and/or preparation for work*

*• How these programs and classes are integrated with academic courses and how they support academic achievement*

*• How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*

*• The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes*

*• State the primary representative of the district’s CTE advisory committee and the industries represented on the committee*

**Career Technical Education (CTE) Participation (School Year 2017–18)**

| **Measure** | **CTE Program Participation** |
| --- | --- |
| **Number of Pupils Participating in CTE** | DPL |
| **Percent of Pupils Completing a CTE Program and Earning a High School Diploma** | DPL |
| **Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | DPL |

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

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission** | DPC |
| **2016–17 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 2017–18)**

| **Grade Level** | **Percentage of Students Meeting Four of SixFitness Standards** | **Percentage of Students Meeting Five of SixFitness Standards** | **Percentage of Students Meeting Six of SixFitness Standards** |
| --- | --- | --- | --- |
| **5** | DPC | DPC | DPC |
| **7** | DPC | DPC | DPC |
| **9** | DPC | DPC | DPC |

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.

## **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 2018–19)**

***Narrative provided by the LEA***

*Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.*

### 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 2014–15** | **School 2015–16** | **School 2016–17** | **District 2014–15** | **District 2015–16** | **District 2016–17** | **State 2014–15** | **State 2015–16** | **State 2016–17** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate**  | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| **Graduation Rate** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

**Completion of High School Graduation Requirements–Graduating Class of 2017
(One-Year Rate)**

| **Student Group** | **School** | **District** | **State** |
| --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC |
| **Black or African American** | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC |
| **White**  | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC |
| **Students with Disabilities** | DPC | DPC | DPC |
| **Foster Youth** | 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**

| **Rate** | **School 2015–16** | **School 2016–17** | **School 2017–18** | **District 2015–16** | **District 2016–17** | **District 2017–18** | **State 2015–16** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Suspensions** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| **Expulsions** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

**School Safety Plan (School Year 2018–19)**

***Narrative provided by the LEA***

*Use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.*

## 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 2015–16)**

| **GradeLevel** | **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 2016–17)**

| **GradeLevel** | **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 2017–18)**

| **GradeLevel** | **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 2015–16)**

| **Subject** | **AverageClassSize** | **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 2016–17)**

| **Subject** | **AverageClassSize** | **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 2017–18)**

| **Subject** | **AverageClassSize** | **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.

**Academic Counselors and Other Support Staff (School Year 2017–18)**

| **Title** | **Number of FTE\*Assigned to School** | **Average Number ofStudents perAcademic Counselor** |
| --- | --- | --- |
| **Academic Counselor** | DPL | DPL |
| **Counselor (Social/Behavioral or Career Development)**  | DPL | N/A |
| **Library Media Teacher (Librarian)** | DPL | N/A |
| **Library Media Services Staff (Paraprofessional)** | DPL | N/A |
| **Psychologist** | DPL | N/A |
| **Social Worker** | DPL | N/A |
| **Nurse** | DPL | N/A |
| **Speech/Language/Hearing Specialist** | DPL | N/A |
| **Resource Specialist (non-teaching)** | DPL | N/A |
| **Other** | DPL | N/A |

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

\*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 2016–17)**

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | DPL | DPL | DPL | DPL |
| **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 2017-18)**

***Narrative provided by the LEA***

*Provide specific information about the types of programs and services available at the school that support and assist students.*

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

| **Category** | **DistrictAmount** | **State AverageFor DistrictsIn 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 <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017–18)**

| **Subject** | **Number ofAP Courses Offered\*** | **Percent of StudentsIn AP Courses** |
| --- | --- | --- |
| **Computer Science** | DPC | N/A |
| **English** | DPC | N/A |
| **Fine and Performing Arts** | DPC | N/A |
| **Foreign Language**  | DPC | N/A |
| **Mathematics** | DPC | N/A |
| **Science** | DPC | N/A |
| **Social Science** | DPC | N/A |
| **All Courses** | DPC | DPC |

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

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

**Professional Development**

***Narrative provided by the LEA***

*Use this space to share information on the annual number of days provided for professional development and continuous professional growth* ***for the school years 2016–17, 2017–18, and 2018–19****. Questions that may be answered include:*

*• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?*

*• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?*

*• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?*