

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-amard-jul19item02

# California State Board of EducationJuly 2019 AgendaItem #06

## Subject

School Accountability Report Card: Approve the Template for the 2018–19 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 2018–19 SARC template has been modified to: (1) align with new state and federal accountability reporting requirements, (2) make the format more user-friendly and comprehensive for parents/guardians and members of the public, and (3) update the school years and fiscal years to reflect the date of the data collection.

**Recommendation**

The California Department of Education (CDE) recommends that the SBE approve the proposed template for the 2018–19 SARC that will be published during the 2019–20 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 and to align, when appropriate, with the Local Control Funding Formula state priorities. The following two broad areas of modifications are proposed for the 2018–19 SARC template, to be published during the 2019–20 school year.

1. **Update to the State and Federal Accountability Tables**
* Add Homeless as a student group, where data are available (SARC tables: Student Enrollment by Student Group [page 4 of 16], CAASPP Test Results in ELA by Student Group [page 8 of 16], and CAASPP Test Results in Mathematics by Student Group [page 9 of 16]).
* Remove the SARC table Completion of High School Graduation Requirements due to removal of this requirement from the *EC* Section 33126(b), previously item (b)(14).
* Implement general edits to the tables requiring narratives that are populated by the local educational agencies (LEAs), including converting a narrative table into a data table: Professional Development (page 16 of 16).
1. **Update to the Academic Assessment Tables**
* Add a new column, Percent Not Tested, to comply with the Every Student Succeeds Act statute: CAASPP Test Results in ELA by Student Group (page 8 of 16), and CAASPP Test Results in Mathematics by Student Group (page 9 of 16).
* Add a placeholder for the new California Science Test (CAST) results. Note: The CAST was administered operationally during the 2018–19 school year. In November 2019, the CDE will request the SBE approve the appropriate cut scores for the CAST assessment. Accordingly, these results will be released to the public after the CDE’s deadline to pre-populate data in the electronic SARC template (October/November). This timeframe allows LEAs sufficient time to complete the remaining fields in the template and submit their SARCs to their local governing boards for review and approval prior to the annual posting deadline of February 1. Consequently, the 2018–19 CAST assessment data will not be included in the 2018–19 SARC template; the CDE will include CAST assessment scores in the following year’s template. However, the CAASPP Test Results in Science for All Students table is in the 2018–19 SARC template in an effort to avoid any confusion for parents and general public.

In a continuous effort to assist the public schools and LEAs in reducing their data burden and to make SARCs more uniform, the CDE will pre-populate approximately 90 percent of the proposed 2018–19 SARC (increased from approximately 75 percent pre-populated in the 2017–18 SARC). For more information, refer to data fields listed as “DPC” (data provided by the CDE) in the SARC tables.

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

In July 2018, the SBE approved modifications to the 2017–18 SARC template used for SARCs published during the 2018–19 school year based on the revision of the state and federal accountability reporting requirements.

## 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: 2018–19 School Accountability Report Card Template (Word Version) (16 pages)

# 2018–19School Accountability Report Card Template

**(Word Version)**

(To be used to meet the state reporting requirement

by February 1, 2020)

**Prepared by:**

California Department of Education

Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**

September 2019

**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 2018–19 School Year

**California Department of Education**

*For ...School*

**Address:** **Phone:**

**Principal:** **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 <https://www.cde.ca.gov/ta/ac/sa/>.
* For more information about the LCFF or the 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).

**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 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 2019–20)

| Entity | Contact Information |
| --- | --- |
| **District Name** | DPC |
| **Phone Number** | DPC |
| **Superintendent**  | DPC |
| **Email Address** | DPC |
| **Website**  | DPC |

### School Contact Information (School Year 2019–20)

| Entity | Contact Information |
| --- | --- |
| School Name | DPC |
| Street | DPC |
| City, State, Zip | DPC |
| Phone Number | DPC |
| Principal | DPC |
| Email Address | DPC |
| Website | DPC |
| County-District-School (CDS) Code | DPC |

### School Description and Mission Statement (School Year 2019–20)

***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 2018–19)

| 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 2018–19)

| 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 |
| Homeless | 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 | School2017–18 | School2018–19 | School2019–20 | District2019–20 |
| --- | --- | --- | --- | --- |
| 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 | 2017–18 | 2018–19 | 2019–20 |
| --- | --- | --- | --- |
| 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 2019–20)**

***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 a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

#### **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 2017–18** | **School 2018–19** | **District 2017–18** | **District 2018–19** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- |
| **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.

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 2018–19)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | 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 2018–19)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | 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 High School**

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

| **Subject** | **School 2017–18** | **School 2018–19** | **District 2017–18** | **District 2018–19** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

#### **Career Technical Education Programs (School Year 2018–19)**

***Narrative provided by the LEA***

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

*• A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*

*• A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*

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

#### **Career Technical Education (CTE) Participation (School Year 2018–19)**

| **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** |
| --- | --- |
| **2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission** | DPC |
| **2017–18 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 2018–19)**

| **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 and double dashes (--) appear in the table 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 2019–20)**

***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 2015–16** | **District 2015–16** | **State 2015–16** |
| --- | --- | --- | --- |
| **Dropout Rate** | DPC | DPC | DPC |
| **Graduation Rate** | DPC | DPC | DPC |

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

| **Indicator** | **School 2016–17** | **School 2017–18** | **District 2016–17** | **District 2017–18** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | DPC | DPC | DPC | DPC | DPC | DPC |
| **Graduation Rate** | DPC | DPC | DPC | DPC | DPC | DPC |

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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 2016–17** | **School 2017–18** | **School 2018–19** | **District 2016–17** | **District 2017–18** | **District 2018–19** | **State 2016–17** | **State 2017–18** | **State 2018–19** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 2019–20)**

***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 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 (Elementary) (School Year 2018–19)

| **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 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

| **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.

### Ratio of Academic Counselors to Pupils (School Year 2018–19)

| **Title** | **Ratio** |
| --- | --- |
| **Academic Counselors** | DPC |

### Support Staff (School Year 2018–19)

| **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 2017–18)

| **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 2018–19)

***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 2017–18)

| **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 <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018–19)

| **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

| Measure | 2017–18 | 2018–19 | 2019–20 |
| --- | --- | --- | --- |
| Number of school days dedicated to Staff Development and Continuous Improvement | DPL | DPL | DPL |