

# Las Flores Home Education Independent Study Academy

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Las Flores Home Education Independent Study Academy
<b>Street</b>	10039 East Palm St.
<b>City, State, Zip</b>	Bellflower, Ca, 90706-6013
<b>Phone Number</b>	562-804-6565
<b>Principal</b>	Tamara Zylla
<b>E-mail Address</b>	tzylla@busd.k12.ca.us
<b>Web Site</b>	lasfloreseducationalcenter.org
<b>CDS Code</b>	19643030128306

<b>District Contact Information</b>	
<b>District Name</b>	Bellflower Unified School District
<b>Phone Number</b>	(562) 866-9011
<b>Superintendent</b>	Tracy McSparren
<b>E-mail Address</b>	tmcsparren@busd.k12.ca.us
<b>Web Site</b>	<a href="http://www.busd.k12.ca.us">http://www.busd.k12.ca.us</a>

### **School Description and Mission Statement (School Year 2017-18)**

Welcome to Las Flores Home Education Independent Study Academy, "Home of the Leopards". We are an independent study school in the Bellflower Unified School District that serves elementary, middle, and high school students who reside within Los Angeles and adjacent counties. The Home Education Academy offers students a viable alternative to the traditional elementary, middle, and high school learning experience. Through this unique public school setting, parents have the opportunity to fully or partially take on the role of teacher in the elementary and middle school setting and act as a facilitator during the high school setting using curriculum provided by the district at no cost.

The Las Flores Home Education Independent Study Academy provides a small, caring, and academically challenging program that allows students of varying ability levels to flourish through a variety of means. In the elementary and middle school core program, multi-age classrooms provide opportunities for students to accelerate and remediate when necessary. The "One Room School House" feel enables families to easily extend classroom learning at home for siblings in different grade levels, while "transparent" walls promote developmental learning as students across grade levels are periodically grouped based on skills. Well-rounded children with strong character and values are also developed through Enrichment Friday events consisting of art, technology, and Mandarin language classes and monthly community outreach opportunities.

In the high school blended program, students have the opportunity to receive multi-age, project-based, face-to-face instruction from highly qualified teachers three days a week while self-regulating online independent study in their remaining courses utilizing district provided technology. In addition, all students have study lab opportunities 3 days a week to enable them to collaborate with peers as well as receive support in both online and face-to-face classes from their classroom and/or supervising teacher. All courses are a-g approved (pending approval) and follow the California Content Standards. Student clubs and activities are available based on students' interests. Parents and teachers have regularly scheduled open communication where they can discuss student progress through the curriculum as well as academic needs.

#### **OUR MISSION**

The mission of the Home Education Independent Study Academy is to establish an educational program that meets social, emotional, academic, and behavioral needs as students prepare to become successful citizens in a 21st century global society.

#### **OUR VISION**

It is the vision of the Home Education Independent Study Academy to cultivate life-long learning in all students by integrating rigorous instruction, technology and critical thinking with relevant, real-life experiences including civic learning and community awareness. Through implementation of Universal Design for Learning and the principles of a growth mindset, students are guided to reach their full potential. Student learning is a collaborative effort with all stakeholders; this includes small group learning in the classroom, as well as joint decision making among parents, students, and teachers.

#### **Positive Attitude**

- o We will demonstrate a growth mindset by setting goals based on feedback
- o We will exhibit grit by showing perseverance on difficult classroom assignments

#### **Accept Responsibility**

- o We will be a good citizen by following school rules and participating in outreach opportunities
- o We will show integrity by avoiding cheating and plagiarism as well as using technology for academic purposes only
- o We will become "expert learners" who understand, communicate, and act upon our educational needs

#### **Willing to Learn**

- o We will actively listen and ask questions in classroom activities to clarify our understanding
- o We will complete all individual and group assignments with precision and efficiency

**Show Respect**

- o We will communicate effectively by listening to other's ideas, disagreeing politely, and offering sound evidence to support our assertions
- o We will be kind to others when engaging in classroom and extracurricular activities

**OUR PROGRAM**

The Home Education Independent Study Academy offers families that home school the best of both worlds. Parents have the assistance of a credentialed teacher and access to standards-based textbooks while retaining the autonomy to design their student's learning based on California standards and their own values and ideals. Our goal is to assist parents with the implementation of a creative, well-rounded, standards-based curriculum that is tailored to the abilities and interests of their children while maintaining and drawing upon the principles of their family.

**CLASSIC MODEL:**

Grades TK – 8: Parents are the primary teacher five days a week. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays.

**CORE MODEL:**

Grades TK – 8: Students attend school three full days per week and are taught at home two days. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays.

**TRADITIONAL MODEL:**

Grades 9-12: Students learn at home five days a week through online courses in science, health, social science, math, world language, and English that meet a-g requirements for UC/CSU admission. Physical Education requirements are completed independently. Assignments are submitted Fridays by 3:00 PM. All tests take place at Las Flores Educational Center.

**BLENDED MODEL:**

Grades 9-11: Students attend math and English classes three days per week at Las Flores Educational Center. Science, health, social science, and a world language course that meet a-g requirements for UC/CSU admission are taken online. Physical Education requirements are completed independently at home. Assignments are submitted Fridays by 3:00 PM. All tests take place at Las Flores Educational Center.

**ENRICHMENT FRIDAYS**

Each week students in grades TK-8 have the opportunity to come to Las Flores Educational Center for half a day to participate in an engaging, standards-based lesson and activity as well as both a music and technology class.

**USE OF OUR LABS & FACILITIES**

Enrolled students and parents have access to our computer, science and mathematics labs and Reading Lounge. Each of these rooms is equipped with a wide variety of content-specific instructional materials. Enrolled students of home school groups have access to fully equipped classrooms and the auditorium for instruction or performances. Call the school for more information.

**Sample Program Components:**

- Standards Based Curriculum & Lessons
- Multi-age, Multi-level
- Classes Partnership with a Credentialed Teacher
- Academic Interventions
- ST Math Program
- CAASPP Testing Grades 3-8, 11
- Parent Workshops
- Parent Resource Room
- State-of-the-Art Classroom Technology

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	26
Grade 1	27
Grade 2	16
Grade 3	17
Grade 4	19
Grade 5	18
Grade 6	7
Grade 7	17
Grade 8	11
Grade 9	8
Grade 10	2
<b>Total Enrollment</b>	<b>168</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	15.5
American Indian or Alaska Native	0
Asian	4.8
Filipino	2.4
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	1.8
White	35.7
Two or More Races	2.4
Socioeconomically Disadvantaged	30.4
English Learners	3
Students with Disabilities	1.2
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	7	9	9	588.6
<b>Without Full Credential</b>	0	0	0	7
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Education - ELA/ELD - Reading Wonders 2017 (Pre-K - 5) McGraw-Hill Education - ELA/ELD - StudySync 2017 (6th) McGraw-Hill Education - ELA/ELD - StudySync 2017	Yes	0
<b>Mathematics</b>	Great Minds – Eureka Math – (TK-5) 2014 (Adopted Yr. 2014) Houghton Mifflin – Go Math! Middle School Grade 6 2015 (Adopted Yr. 2014) Houghton Mifflin – Go Math! Middle School Grade 7, Accel. Gr. 7 & Gr. 8 2015 (Adopted Yr. 2014) Pearson – Mathematics I Common Core 2014, Integrated Math 1 (Pilot Yr. 2015)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Houghton Mifflin – CA Science 2007 (Adopted Yr. 2007) CPO – Focus on Life Science 2007 (7) CPO – Focus on Physical Science 2007 (8) Holt/McDougal – Earth Science – Cave 2007 (9) Holt/McDougal – CA Biology – Baby Alligator w/shell 2007 (10-12) Holt/McDougal – CA Survey of Biology – Cheetah 2008 (10)	Yes	0
<b>History-Social Science</b>	HM Harcourt - Social Studies – CA Reflections 2007 (Adopted Yr. 2006) Holt/McDougal – CA Social Studies: Medieval Early Modern Times 2006 (7) Holt/McDougal – US History Independence to 1914 2006 (8) Holt/McDougal – World Geography 2006 (9) Pearson – Geography, Cultural Landscape 2014 (9 Honors/AP) Prentice Hall – World History: The Modern World 2007 (10)	Yes	0
<b>Foreign Language</b>	High School McGraw Hill – Asi se dice 1A, 1B, I, II, III, IV 2016 (Spanish 1A – 4) Santillana– Yabisi 6 2009 (Sp.Spkr 1A) McGraw Hill – El español para nosotros 1 & 2 2014 (Sp.Spkr.1B - 2) Heinle & Heinle – Cumbre 2014 (AP) Houghton Mifflin – Bien dit! 1- 3 2013 (French 1-3) EMC – T’es branche 4 2014 (AP) Cheng & Tsui – Integrated Chinese 2009 (Mandarin 1A, 1B, 1)	Yes	0
<b>Health</b>	HM Harcourt – CA Health/Fitness 2006 (Adopted Yr. 2005)	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

### School Facility Conditions and Planned Improvements (Most Recent Year)

The appearance of a school’s grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school’s facilities support the special needs of all students. There are areas on campus, including the library media center, teachers’ lounges, and a teachers’ workroom, for students and staff to go for collaboration and research.

The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a “No Trash” policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

The campus has recently upgraded the teaching technology in each classroom. Students have regular access to wired and mobile computer labs. Each classroom has digital presentation equipment with interactive software.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**School Facility Good Repair Status (Most Recent Year)**

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: August 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	The deficiencies noted in this area during the inspection were light tubes out. This inspection was completed during the summer maintenance cycle. Light tubes were replaced as part of the end of summer maintenance routine prior to the start of the school year.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: August 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	68	73	47	48	48	48
Mathematics (grades 3-8 and 11)	42	53	29	29	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	86	97.73	73.26
Male	45	45	100	75.56
Female	43	41	95.35	70.73
Black or African American	13	13	100	76.92
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100	54.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94	80.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	66.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 ten 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	86	97.73	53.49
Male	45	45	100	55.56
Female	43	41	95.35	51.22
Black or African American	13	13	100	53.85
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100	32.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.94	61.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	41.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 ten 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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	26	62	57	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	5.95
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	11.8	29.4
7	0	21.4	35.7

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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Las Flores Home Education Independent Study Academy prides itself on a strong educational partnership between parents and the school. In addition, to the standard monthly conferences required for independent study, we offer a wide variety of means for parents to be an active participant in their student’s school experience. Such activities include such things as:

- Coordinating Enrichment Friday Activities
- Chaperoning Field Learning Experiences
- Attending parent professional development opportunities
- Participating in parent-teacher collaboration days
- No Homework Nights
- Attending monthly Parent Advisory Committee meetings
- Visiting Classrooms
- Volunteering throughout the school
- Engaging in fundraising and outreach opportunities
- Family Movie Nights
- Student of the Month Ceremonies
- Current educational articles on best practices for student achievement

Parents can stay up to date with the many participation opportunities and stay connected with the teachers, staff and administration through the monthly calendar located in the parent tab and/or the google calendar linked on the home page as well as the many other communication opportunities utilized by the school such as Blackboard, Facebook, and Remind.

Parents are leaders in decision-making on the Parent Advisory Committee and participate as parent volunteers.

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.0	0.0	1.1	5.8	6.3	4.5	3.8	3.7	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

The staff, students, parents, the Parent Advisory Committee (PAC), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school’s mission and vision statements place the physical, emotional, and psychological safety and well-being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school’s leadership, our parents and families, and the school’s surrounding community, combine to produce a positive, safe, and secure environment for all students. The school’s comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike. The faculty review the current handbook at a staff meeting and offer additional insight and suggestions based on the previous year. The Safety Plan is reviewed and updated annually by staff and the Safety Committee (SSC/PAC). The school committee approves the plan each year. The plans are submitted to the District Office for review by the Assistant Superintendent and the Sheriff and approved by the Board of Education. The Las Flores Home Education Independent Study safety plan was reviewed and approved on January 20th, 2017 by the Parent Advisory Committee. Elements of the safety plan are reviewed throughout the year.

### 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.

#### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	6
<b>Percent of Schools Currently in Program Improvement</b>	N/A	75

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		1		23		2		23		2	
1												
2	23		1		23		1		18	1		
3					23		1		19	1		
4					24		1		22		1	
5												
6	26		1		29		1		25		1	
Other	24		1									

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								4	3			
Mathematics												
Science								5	2			
Social Science								3	3			

Note: 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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7319	2278	5041	81845
District	N/A	N/A	9143	\$75,922
Percent Difference: School Site and District	N/A	N/A	-57.8	7.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-26.4	5.0

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

### Types of Services Funded (Fiscal Year 2016-17)

The average daily attendance dollars cited in the table above provide services budgeted from the general fund, including regular classroom instruction and support, special education, counseling, psychology, child welfare and attendance, and program assessment. Supplemental services and resources for English learners have been funded with EIA and Title III dollars to assist English learners in attaining English proficiency, developing high levels of academic attainment in English, and meeting the same challenging state academic standards as all other students.

Caring Connections community services provides supplemental resources to students and families and no cost preschool services are available to qualifying families residing throughout the district.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,198	\$48,522
Mid-Range Teacher Salary	\$73,563	\$75,065
Highest Teacher Salary	\$90,274	\$94,688
Average Principal Salary (Elementary)	\$119,421	\$119,876
Average Principal Salary (Middle)		\$126,749
Average Principal Salary (High)	\$141,135	\$135,830
Superintendent Salary	\$219,921	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Professional development activities are essential to the maintenance of a quality educational program for all students. Staff development is based on the assessed needs of the school personnel. Training opportunities include Common Core State Standards in both language arts and mathematics, NGSS, IEP/SEIS, special education strategies, ELD, and technology integration.

The district has also provided shortened days for schools to use for school-based planning and professional development activities. Additionally, the district has added 60 hours of collaborative planning time throughout the school year. The school-based instructional time and staff development program has addressed technology-based instruction; early literacy, shared decision-making, the utilization of standardized tests in the instructional program, and instruction for targeted and/or underachieving subgroups.