

Sonoma County Alternative Education Programs

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018 19) | |
|--|--|
| District Name | Sonoma County Office of Education |
| Phone Number | (707) 524-2600 |
| Superintendent | Steven Herrington |
| E-mail Address | sherrington@scoe.org |
| Web Site | http://www.scoe.org |

| School Contact Information (School Year 2018 19) | |
|--|--|
| School Name | Sonoma County Alternative Education Programs |
| Street | 5340 Skylane Blvd. |
| City, State, Zip | Santa Rosa, Ca, 95403-8246 |
| Phone Number | 707-524-2884 |
| Principal | Georgia Ioakimedes, Director |
| E-mail Address | gioakimedes@scoe.org |
| Web Site | http://www.scoe.org |
| County-District-School (CDS) Code | 49104964930343 |

Last updated: 1/16/2019

School Description and Mission Statement (School Year 2018—19)

Sonoma County Office of Education (SCOE) Alternative Education Program provides K-12 education for students who are seriously at risk of school and/or societal failure. The two program schools are Alternative Education (Community School) and Court School. Alternative Ed/Community School also includes Independent Study and the Teen Parent Program (formerly Cal-SAFE/California School Age Families).

The Alternative Ed/Community School Program provides academic instruction for students who are referred, who self-select, or who benefit from a program based on alternative instructional strategies. Community School sites are located in Santa Rosa and Petaluma, with the Independent Study Learning Center housed at the Santa Rosa site. The emphasis of the program is to reestablish the educational direction of students and to transition them to a regular school setting or otherwise serve them in a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

Independent Study is an option available to Community School students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting.

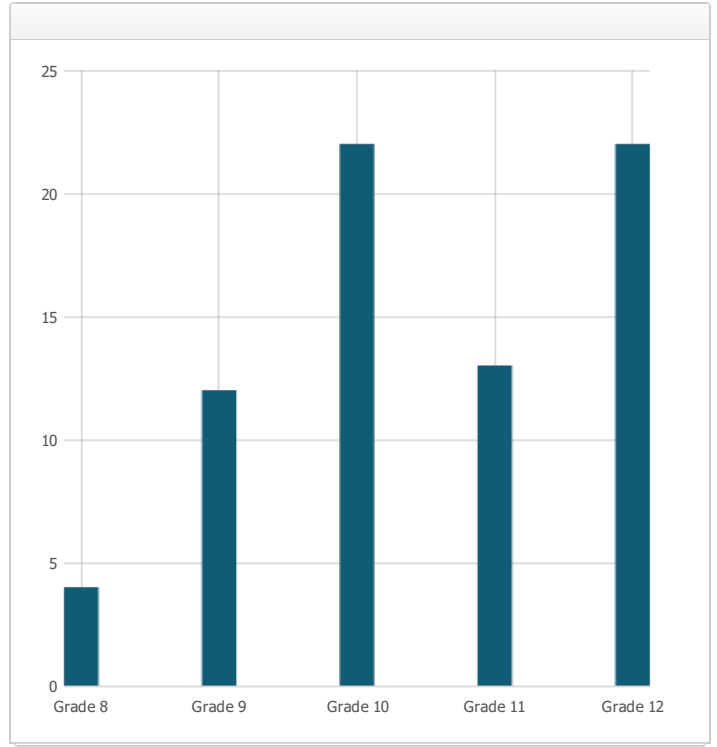
The Teen Parent Program provides education and support services assisting pregnant and parenting students in graduating from high school. Support services include preparation for childbirth and parenting, infant/toddler development, food and nutrition, transportation, vocational guidance, and bilingual child care as well as referrals for other services.

SCOE's Alternative Education Program is WASC accredited and provides standards-based curriculum in the core subject areas of English/language arts, mathematics, history/social science, and science. The program's intent is for students to change behaviors necessary for successful reintegration into district schools, or to complete requirements for high school graduation.

Last updated: 1/16/2019

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 12 |
| Grade 11 | 13 |
| Total Enrollment | 73 |



Last updated: 1/16/2019

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | % |
| American Indian or Alaska Native | 2.7 % |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 80.8 % |
| Native Hawaiian or Pacific Islander | % |
| White | 16.4 % |
| Two or More Races | % |
| Other | 0.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 86.3 % |
| English Learners | 50.7 % |
| Students with Disabilities | 17.8 % |
| Foster Youth | 1.4 % |

A. Conditions of Learning

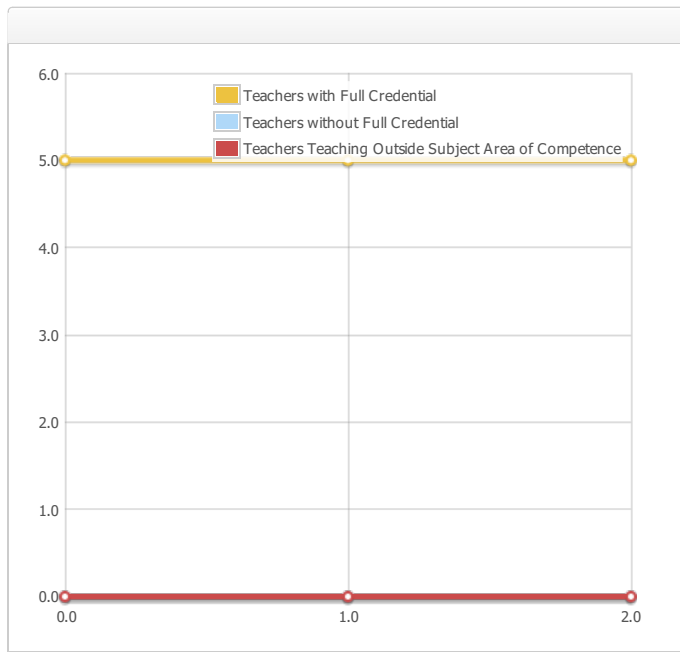
State Priority: Basic

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 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 5 | 5 | 5 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/16/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | <p>CharacterBased Literacy Program novels: <i>Breaking Through, The Skin I'm in, Night, Cannery Row, Nightjohn, Call of the Wild, The Giver, Stuck in Neutral</i></p> <p>Timeless Voices, Timeless Themes, Prentice Hall (hardback)</p> <p>All Write, Write Source</p> <p>Write Ahead, Write Source</p> <p>Longman Dictionary of American English American Heritage High School Dictionary, Houghton Mifflin</p> <p>American Heritage Spanish Dictionary, Houghton Mifflin</p> <p>The American Heritage Student Thesaurus, Houghton Mifflin</p> <p>Rosetta Stone Language Library software Levels 1, 2 & 3, workbooks, and assessment materials for English language instruction (Fairfield Language Technologies)</p> <p>High Point, Hampton Brown Basic, Levels 1, 2 & 3</p> | Yes | 0.0 % |
| Mathematics | <p>Algebra, Structure and Method, Book 1, McDougal Littell</p> <p>Success In Math, Basic Algebra, Globe Fearon</p> <p>Algebra II and Trigonometry, Structure and Method, Book 2, McDougal Littell</p> <p>Geometry, McDougal Littell</p> <p>Success In Math, Basic Geometry, Globe Fearon</p> <p>Pre-Algebra, Prentice Hall</p> <p>Success In Math, Pre-Algebra, Globe Fearon</p> <p>Success In Math,</p> <p>Consumer Math, Globe Fearon</p> | Yes | 0.0 % |
| Science | <p>Life Science, Prentice Hall</p> <p>Physical Science, Prentice Hall</p> <p>BSCS Biology: An Ecological Approach, Kendall Hunt</p> <p>Earth Science, Geology, the Environment and the Universe, Glencoe</p> | Yes | 0.0 % |
| History-Social Science | <p>A History of US, Oxford</p> <p>Call to Freedom, 1865 to Present, Holt Rinehart Winston</p> <p>World History Connections To Today</p> <p>The Modern Era, Prentice Hall</p> <p>American Government, Globe Fearon Pacemaker</p> <p>Economics, Globe Fearon Pacemaker</p> | Yes | 0.0 % |
| Foreign Language | Not applicable | | 0.0 % |
| Health | Not applicable | | 0.0 % |
| Visual and Performing Arts | Not applicable | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/16/2019

School Facility Conditions and Planned Improvements

The Alternative Education Program has classrooms located in SCOE-owned facilities. Classrooms have been clustered to provide improved facilities and increased safety. The opening of a new facility in August 2011 allowed the program to move out of all storefronts that were previously being used. Considerable effort is put in to ensure that all facilities are well-maintained. The SCOE Maintenance Department inspects the facilities at least annually, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

Last updated: 1/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Continue to monitor gas smell in Amarosa kitchen. Fan on timer installed to help dissepate odor. No repair needed. |
| Interior: Interior Surfaces | Good | Annual routine summer maintenance performed. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Annual routine summer maintenance/cleaning performed. Ongoing service by Terminex. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Annual routine summer maintenance/cleaning performed. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 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) | 0.0% | 6.0% | 7.0% | 6.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 0.0% | 0.0% | 2.0% | 1.0% | 37.0% | 38.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 41 | 33 | 80.49% | 6.06% |
| Male | 30 | 28 | 93.33% | 3.57% |
| Female | 11 | -- | 45.45% | 20.00% |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 23 | 18 | 78.26% | 5.56% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 14 | 11 | 78.57% | 9.09% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 23 | 16 | 69.57% | 6.25% |
| English Learners | 17 | 14 | 82.35% | |
| Students with Disabilities | -- | -- | -- | |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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.

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 42 | 32 | 76.19% | |
| Male | 31 | 27 | 87.10% | |
| Female | 11 | -- | 45.45% | |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 23 | 17 | 73.91% | |
| Native Hawaiian or Pacific Islander | | | | |
| White | 15 | 11 | 73.33% | |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 24 | 15 | 62.50% | |
| English Learners | 17 | 13 | 76.47% | |
| Students with Disabilities | -- | -- | -- | |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | |

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.

Last updated: 1/16/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| 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: The 2016–17 and 2017–18 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/16/2019

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

In the 2017-18 school year CTE culinary arts and CTE construction classes were again offered in the Community School Program. All CTE courses are aligned with the academic standards and offer the students the opportunity to earn fine arts credits. All of the high school CTE courses are mapped to programs of study at post-secondary institutions, including culinary and construction as mandated by AB2448. While there is opportunity for students to continue their studies within the industry sector, articulation is still in process. The department Career Ed Coordinator also offered career and workforce preparation, which includes transition services for Special Education students. Additional career ed/preparation services were provided by Social Advocates for Youth's (SAY) Youth Employment Program.

Last updated: 1/16/2019

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

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 16 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 1.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100.0% |

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

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)

When a student is referred to Alternative Education Community School Program, parents are invited to attend an enrollment meeting with their child. Program staff provide parents and incoming students with an overview of the program and answer any questions they may have. The enrollment packet includes school information and resources and forms are available in Spanish. A translator is provided as necessary. Parent letters are sent home throughout the year to keep parents informed about testing and other upcoming school events. Parents are encouraged to participate in Alternative Education programs through ELAC (English Learner Advisory Committee), Community School Advisory Committee, the LCAP process and referrals to programs of community based organizations and public agencies. This year, parents were invited to a Back to School breakfast at both Community School sites. Additionally parents are invited to Individual Learning Plan (ILP) conferences once each semester, which includes a Parent Engagement Event at the Spring conferences. Increasing parent involvement is an ongoing goal and priority of the department.

State Priority: Pupil Engagement

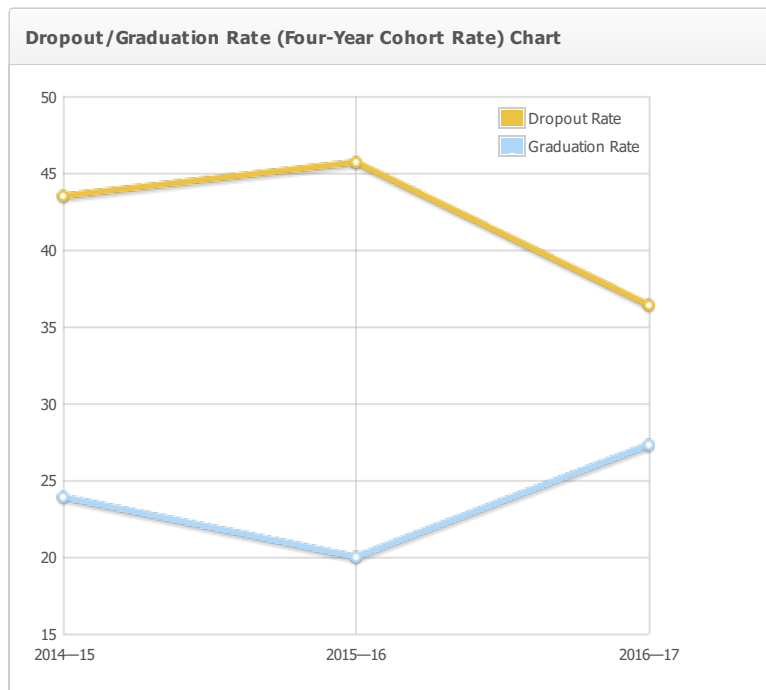
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Graduation Rate | 23.9% | 20.0% | 16.7% | 21.8% | 82.3% | 83.8% |

| Indicator | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|-------------------|---------------------|------------------|
| Graduation Rate | 27.3% | 22.9% | 82.7% |



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

Last updated: 1/16/2019

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

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 35.5% | 36.7% | 88.7% |
| Black or African American | 0.0% | 100.0% | 82.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 82.8% |
| Asian | 0.0% | 0.0% | 94.9% |
| Filipino | 0.0% | 0.0% | 93.5% |
| Hispanic or Latino | 30.4% | 27.5% | 86.5% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 88.6% |
| White | 80.0% | 64.3% | 92.1% |
| Two or More Races | 0.0% | 0.0% | 91.2% |
| Socioeconomically Disadvantaged | 26.1% | 24.0% | 88.6% |
| English Learners | 0.0% | 15.4% | 56.7% |
| Students with Disabilities | 16.7% | 32.0% | 67.1% |
| Foster Youth | 100.0% | 55.6% | 74.1% |

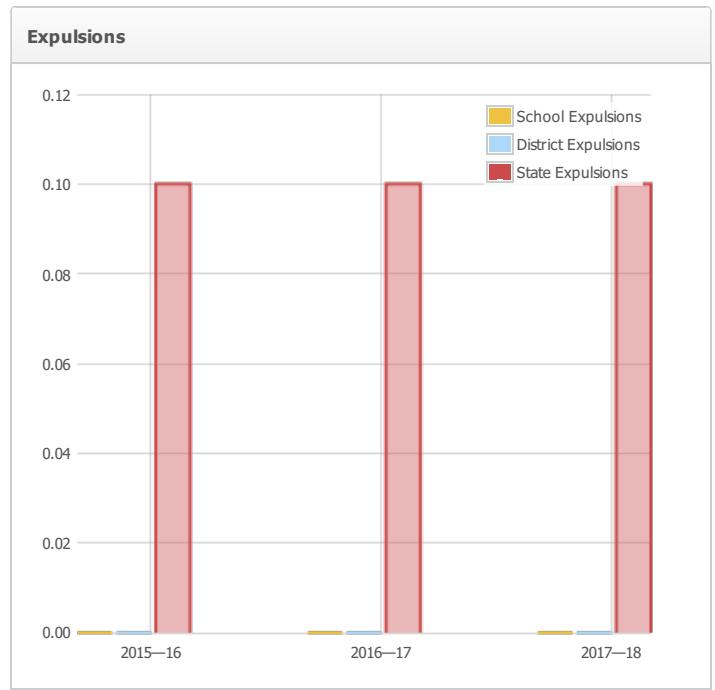
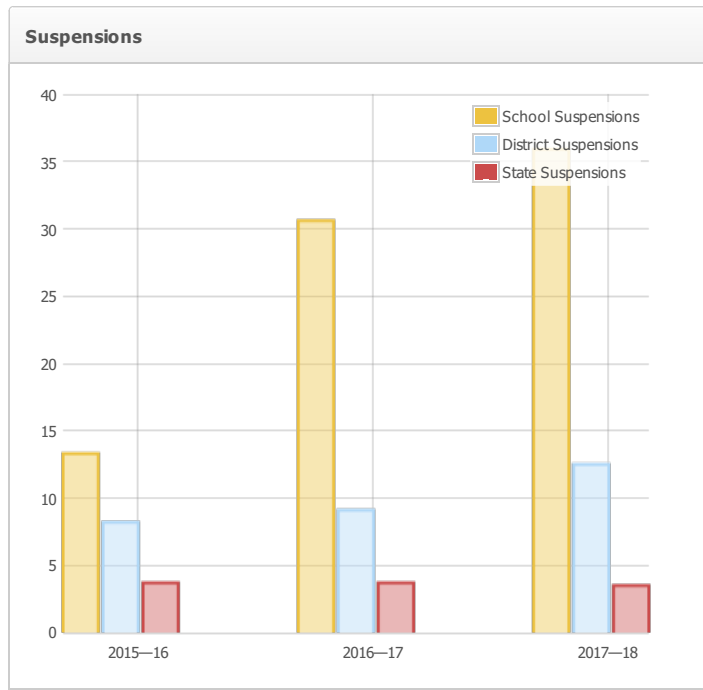
State Priority: School Climate

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

| | School | School | School | District | District | District | State | State | State |
|------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

Plan will be updated prior to March 1, 2019.

Plan will be posted on the SCOE website and a link will be available after Board approval.

Last updated: 1/16/2019

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 (Secondary) (School Year 2015—16)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 5.0 | 19 | | |
| Mathematics | 2.0 | 3 | | |
| Science | 7.0 | 8 | | |
| Social Science | 7.0 | 21 | | |

* 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 | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 7.0 | 13 | | |
| Mathematics | 5.0 | 1 | | |
| Science | 12.0 | 5 | 1 | |
| Social Science | 10.0 | 13 | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

| Subject | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|----------------|---------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| English | 5.0 | 13 | | |
| Mathematics | 10.0 | 7 | | |
| Science | 9.0 | 6 | | |
| Social Science | 7.0 | 14 | | |

* 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.

Last updated: 1/16/2019

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

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 1.0 | 125.0 |
| Counselor (Social/Behavioral or Career Development) | 1.4 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.4 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 4.0 | 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.

Last updated: 1/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$27486.5 | \$5027.4 | \$22459.1 | \$66921.4 |
| District | N/A | N/A | \$4888.9 | \$68960.5 |
| Percent Difference – School Site and District | N/A | N/A | 192.7% | -4.5% |
| State | N/A | N/A | \$7125.0 | \$79128.0 |
| Percent Difference – School Site and State | N/A | N/A | 109.4% | -16.7% |

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

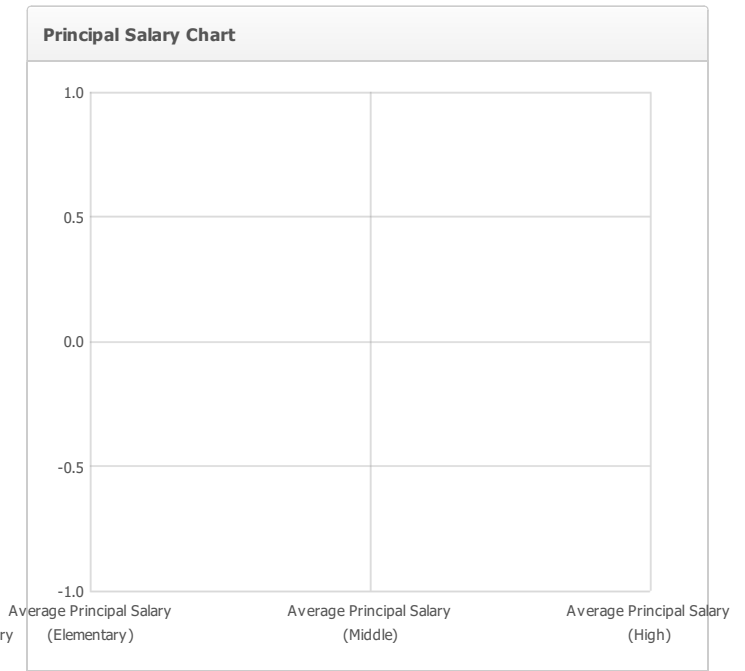
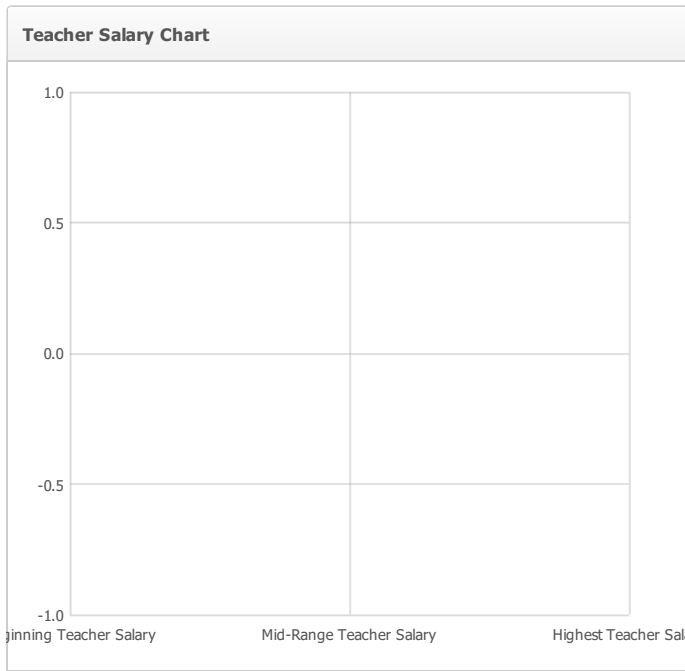
In the 2017-18 school year students in the Community School Program were supported by a variety of services. These included: English and math intensive intervention for students; academic support for English Language Learners; career education services that included transition services for students with IEPs as well as career exposure/exploration and post secondary educational information; academic support for both Special Education and general education students provided by paraprofessionals; tutoring services, support with addressing school attendance issues, restorative practice and counseling services.

Last updated: 1/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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



Last updated: 1/16/2019

Professional Development

In recent years, the primary area of focus for staff development has been to increase student engagement and achievement through improved teaching practices and increased academic rigor. In the 2016-17, 2017-18 and 2018-19 school years the department offered one full day of professional development prior to the start of the school year. Additionally, at least four hours each month are dedicated to staff and professional development. Areas of focus have included: technology integration, 21st Century teaching strategies, the impact of Adverse Childhood Experiences (ACEs)/trauma informed care and Psychological First Aid certificate training. Teachers are supported throughout the school year via administrator feedback and support, as well as peer support through the professional learning community model. Office staff also participated in CALPADS trainings and trainings related to the student information system.

Last updated: 1/16/2019