

2012–13
School Accountability Report Card Template
(Word Version)
To be published in 2013–14

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

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before using the SARC template**

Executive Summary School Accountability Report Card, 2012–13

For The LeRoy Haynes Education Center

Address: 233 W. Baseline Rd. La Verne, CA 91750 Phone: 909-593-2581
Principal: Amy Deloera & C.C. Schumm Grade Span: K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The LeRoy Haynes Education Center is a non-public school accredited by the California Department of Education To provide services to students with special needs at all grade levels. The educational program is highly structured and individualized and is coordinated with treatment and therapy sessions.

Student Enrollment

Group	Enrollment
Number of students	123
Black or African American	19%
American Indian or Alaska Native	0%
Asian	2%
Filipino	2%
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	0%
White	30%
Two or More Races	2%
Socioeconomically Disadvantaged	0%
English Learners	6%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	N/A
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress²

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	N/A
Statewide Rank (from 2012 Base API Report)	N/A
Met All 2013 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2013–14 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

Our last site visit was held in March 2011. We are in compliance

Repairs Needed

None

Corrective Actions Taken or Planned

ISA dates for extended school year matching IEP's. Correction made by contracting school districts.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Throughout this document the letters DPL mean data provided by the local educational agency (LEA), and the letters DPC mean data- provided by the CDE.

II. About This School

District Contact Information (School Year 2013–14)

District Name	Bonita Unified School District
Phone Number	909-971-8200
Web Site	www.Bonita.k12.ca.us
Superintendent	Gary Rapkin
E-mail Address	Grapkin@bonita.k12.ca.us

School Contact Information (School Year 2013–14)

School Name	LeRoy Haynes Education Center
Street	233 W. Baseline Rd.
City, State, Zip	La Verne, CA 91750
Phone Number	909-593-2581
Principal	Amy Deloera & C.C. Schumm
E-mail Address	adeloera@leroyhaynes.org cschumm@leroyhaynes.org
County-District-School (CDS) Code	19-64329-7077811

School Description and Mission Statement (School Year 2012–13)

The LeRoy Haynes Education Center is a non-public school accredited by the California Department of Education to provide services to students with special needs at all grade levels. The educational program is highly structured and individualized and is coordinated with treatment and therapy sessions. An essential component to the program is a well-designed behavior management program.

Opportunities for Parental Involvement (School Year 2012–13)

Parents/guardians, placing entities, and community members are encouraged to participate in the educational program of our students. Most are interested in their student's well-being and are continuously invited to visit and support school functions. Throughout the year, the principals and program assistants send out informative correspondence and reports to parents/guardians. Comments are always welcomed and appreciated.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in

- grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC

Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	DPC	DPC	DPC	DPC	DPC	DPC
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC

White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC

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.

California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	DPC	DPC	DPC
Similar Schools	DPC	DPC	DPC

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012–13)

AYP Criteria	School	District
Made AYP Overall	DPC	DPC
Met Participation Rate - English-Language Arts	DPC	DPC
Met Participation Rate - Mathematics	DPC	DPC
Met Percent Proficient - English-Language Arts	DPC	DPC
Met Percent Proficient - Mathematics	DPC	DPC
Met API Criteria	DPC	DPC
Met Graduation Rate	DPC	DPC

Federal Intervention Program (School Year 2013–14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells shaded in black or with N/A values do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	2
Grade 4	6
Grade 5	11

Grade 6	5
Grade 7	13
Grade 8	12
Ungraded Elementary	0
Grade 9	11
Grade 10	16
Grade 11	19
Grade 12	22
Ungraded Secondary	0
Total Enrollment	123

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	19%
American Indian or Alaska Native	0%
Asian	2%
Filipino	2%
Hispanic or Latino	45%
Native Hawaiian or Pacific Islander	0%
White	30%
Two or More Races	2%
Socioeconomically Disadvantaged	0%
English Learners	6%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	1	1	0	0	1	1	0	0	0	0	0	0
1	2	1	0	0	1	1	0	0	1	1	0	0
2	1	1	0	0	2	1	0	0	2	1	0	0
3	0	0	0	0	4	1	0	0	2	1	0	0
4	4	1	0	0	4	1	0	0	6	1	0	0
5	4	1	0	0	8	2	0	0	1	1	0	0
6	5	1	0	0	2	1	0	0	5	1	0	0
Other												

* 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	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	1	0	0	9	1	0	0	9	1	0	0
Mathematics	9	1	0	0	10	1	0	0	9	1	0	0
Science	8	1	0	0	8	1	0	0	10	1	0	0
Social Science	7	1	0	0	7	1	0	0	8	1	0	0

* 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.

School Safety Plan (School Year 2012–13)

The agency's safety committee annually reviews the school safety plan and emergency procedures. These policies are kept on file in the school office as well as included in each staff member's Site Manual. The staff site Manual contains the school schedule, code of conduct for students and school wide discipline plan govern the student's behavior while enrolled at the LeRoy Haynes Education Center. These are reviewed and signed by each student as they complete the orientation process.

Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
Suspensions	DPL	DPL	DPL	DPL	DPL	DPL
Expulsions	DPL	DPL	DPL	DPL	DPL	DPL

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

The LeRoy Haynes Center strives to provide a safe and attractive environment that facilitates and promotes learning. The Haynes Education Center is located on the campus of the LeRoy Haynes Center, a residential treatment facility for boys ages 7-18. The Haynes Education Center was established in 1989 and currently houses 12 classrooms. Additional shared facilities with the residential program include a gymnasium, outdoor recreational area and pool. The custodial staff provides daily maintenance of the facility at a time when it will not be disruptive to the instructional process. The facilities are appealing and meet the educational needs of the students. Emergency procedures are posted and reviewed with the faculty and students each year. On a monthly basis, fire drills are scheduled. Residential supervisors serve as behavioral support to assist in keeping a safe and peaceful school environment. Visitation rights are granted with permission and it is mandatory to check in with the school office before entering the school grounds.

School Facility Good Repair Status (School Year 2013–14)

Using the most recent 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

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

Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

VII. Teachers

Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	13	12	12	na
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	Data provided by the CDE	Data provided by the CDE
High-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE
Low-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	28
Counselor (Social/Behavioral or Career Development)	4	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	1	N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: **Data provided by the LEA**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Grades 9-12 Literature Gold Literature Platinum Literature American Experience Literature British Tradition Prentice Hall Publishing 2003 Grades 6-8 Holt Literature & Language Arts Holt, Rinehart&Winston 2003 Grades K-5 Houghton Mifflin Publishing 2003	No	0
Mathematics	Grades 9-12 Algebra I California Glencoe-McGraw Algebra II California Glencoe-McGraw California Geometry McDougal Littell 2007 Pre-Algebra Pacemaker Building Basic Math Skills2002 Grades 6-8 California Middle School Math McDougal Littell2008 Grades K-5 Houghlin Mifflin Math2009 Saxon math California Houghton Mifflin	Yes	0

	Harcourt2009		
Science	<p>Grades 9-12 California Earth Science California Chemistry Holt Publishing 2008 California Biology Prentice Hall Publishing 2007 Grades 6-8 California Earth Science Prentice Hall Publishing 2008 Life Science Saddleback Educational Publishing 2006 Grades K-5 Houghton Mifflin California Science Houghton Mifflin Publishing 2007</p>	Yes	0
History-Social Science	<p>Grades 9-12 Economics: Principles&Practices McGraw Hill Glencoe Publishing 2006 Magruder's American Government Pearson Prentice Hall Publishing 2006 US History, The American Vision: Modern Times CA Edition McGraw Hill Publishing 2006 World History, Modern Times CA Edition McGraw Hill 206 World Geography Holt McDougal 2007 Thinking About Psychology Worth Publishers Grades 6-8 Middle School Social Studies McDougal Littell 2007 Grades K-5 Scott Foresman History Social Science for California 2006</p>	Yes	0

Foreign Language	Grades 9-12 !Avancemos! McDougal Littell 2007	Yes	0
Health	Glencoe Health 2009	No	0
Visual and Performing Arts	Introducing Art Glencoe2007	No	0
Science Laboratory Equipment (grades 9-12)			

Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
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 shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012–13)

Narrative provided by the LEA

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Teacher and Administrative Salaries (Fiscal Year 2011–12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	44,456	40,928
Mid-Range Teacher Salary	66,815	64,449
Highest Teacher Salary	84,213	82,826
Average Principal Salary (Elementary)	106,262	102,640
Average Principal Salary (Middle)	109,581	109,253
Average Principal Salary (High)	122,864	118,529
Superintendent Salary	Data provided by the CDE	183,968
Percent of Budget for Teacher Salaries	42%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

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

Career Technical Education Programs (School Year 2012–13)

Narrative provided by the LEA

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

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2012–13)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	Data provided by the CDE
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

Advanced Placement Courses (School Year 2012–13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	Data provided by the CDE	N/A
English	Data provided by the CDE	N/A
Fine and Performing Arts	Data provided by the CDE	N/A
Foreign Language	Data provided by the CDE	N/A
Mathematics	Data provided by the CDE	N/A
Science	Data provided by the CDE	N/A
Social Science	Data provided by the CDE	N/A
All courses	Data provided by the CDE	Data provided by the CDE

Note: Cells shaded in black or with N/A values do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers, paraprofessionals and administrative staff participate in regular staff development. Staff development is held in prior to the beginning of the school year with an additional 3 days set aside for staff members to attend workshops, conferences, curriculum, seminars and work on site management issues. In addition, seven (7) compact days are set aside for staff members to receive professional development on site. The instructional program is regularly reviewed and revised to address the specific needs of our changing population.

School Instruction and Leadership

The LeRoy Haynes Education Center was established to provide an educational program for at-risk youth who require a more comprehensive treatment plan. The classroom staff coordinates educational and therapeutic needs of each student. Students follow academic course requirements set by their school district while improving self-management skills under the staff's professional guidance and organized feedback opportunities. At LeRoy Haynes, we address the behavior and/or emotional issues, which have led to difficulties in other school settings. These are typically a combination of the following: Aggressiveness, Anxiety, Chronic Truancy, Crimes against people/property, Delays in Social or Emotional Development, Depression, Hyperactivity, Impulsivity, Self-destructiveness, Suicidal ideation/attempts and Withdrawal. Most recently we have added Autism.

Our teaching staff are fully credentialed by the California Department of Education and are trained in diagnostic and prescriptive techniques to maximize teaching opportunities. With the low student-teacher ratio, our students receive the individualized attention they require in order to be successful.