California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For LeRoy Haynes Education Center

Address: 233 W. Baseline Rd. La Verne, CA91750 **Phone:909-593-2581**
Principal: Amy Deloera & C.C. Schumm   **Grade Span:** K-12

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.

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

About This School

District Contact Information (School Year 2016–17)

District Name	Bonita Unified School District
Phone Number	909-971-8200
Superintendent	Dr. Christina Goennier
E-mail Address	Cgoennier@bonita.k12.ca.us
Web Site	Bonita.k12.ca.us

School Contact Information (School Year 2016–17)

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
Web Site	HaynesFamilyofPrograms.org
County-District-School (CDS) Code	19-64329-7077811

School Description and Mission Statement (School Year 2016–17)

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 school is comprised of two parts: School for Autism and Developmental Disabilities and School for Emotional Disturbance, Learning Disabilities and Other Health Impairment. Both schools are highly structured and individualized, working with students who struggle with functional, academic, and behavioral skills.

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	6
Grade 3	6
Grade 4	9
Grade 5	4
Grade 6	12
Grade 7	16
Grade 8	28
Ungraded Elementary	0
Grade 9	23
Grade 10	24
Grade 11	18
Grade 12	39
Ungraded Secondary	0
Total Enrollment	186

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	24.9
American Indian or Alaska Native	0
Asian	2
Filipino	1.6
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0
White	20.5
Two or More Races	3.2
Socioeconomically Disadvantaged	0
English Learners	5.6
Students with Disabilities	100
Foster Youth	DPC

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 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	14	17	17	DPL
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
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 2015–16)

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	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	DPC	DPC

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.

Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2016–17)

Year and month in which the data were collected: 11/14/2016

Subject	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	Yes	0
Mathematics	Grades 9-12 Integrated Math 1,2,3 Houghton Mifflin Harcourt 2015 Pre-algebra Pacemaker Building Basic Skills 2002 Grades 6-8 Glencoe Math Courses 1, 2, 3 McGraw Hill 2014 Grades K-5 My Math McGraw Hill 2011	Yes	0
Science	Grades 9-12	Yes	0

	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		
History-Social Science	Grades 9-12 Economics: Principles & Practices McGraw Hill Glencoe Publishing 2006 Magruder's American Government Pearson Prentice Hall Publishing 2006 U.S. History, The American Vision: Modern Times CA Edition McGraw Hill Publishing 2006 World Geography Holt McDoughal 2007 Thinking About Psychology Worth Publishers Grades 6-8 Middle School Social Studies McDoughal Littell 2007 Grades K-5 Scott Foresman History Social Science for California 2006	Yes	0
Foreign Language	Grades 9-12 !Avancemos! McDoughal Littell 2007 Rosetta stone	No	0
Health	Glencoe Health 2009	No	0
Visual and Performing Arts	Introducing Art Glencoe 2007	No	0

Science Laboratory Equipment (grades 9-12)	N/A	N/A	DPL

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

School Facility Conditions and Planned Improvements

The LeRoy Haynes Education Center strives to provide a safe and attractive environment that facilitates and promotes learning. The Haynes Education Center is located on the grounds of the Haynes Family of Programs facility, a residential treatment facility for boys ages 7-18. The Haynes Education Center was established in 1989 and currently houses 17 classrooms. Additional shared facilities with the residential program include a gymnasium, outdoor recreational area and swimming 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. Recently the outdoor recreational area (grass field) was rehabbed to include exterminating the area of gophers. A landscaping contractor was hired to remove gophers, create an area on the hill behind the grass field where gophers would go to find resources, laser level the land and resod the turf. This was done to create a grass field that would be safe from gopher holes that were hazardous to clients and students. Emergency procedures are posted and reviewed with the faculty and students each year. On a monthly basis fire drills area scheduled. Residential supervisors and staff 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 school grounds.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	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

Note: The "None required" column spans the "Repair Needed and Action Taken or Planned" area.

Overall Facility Rate

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

Overall Rating	Exemplary	Good	Fair	Poor
		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/ Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

Note: Percentages are not calculated when the number of students tested is 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 2015–16)

ELA – Grade 3

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA – Grade 4

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA – Grade 5

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA – Grade 6

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

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ELA – Grade 7

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

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ELA – Grade 8

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA – Grade 11

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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 2015–16)

Mathematics – Grade 3

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics – Grade 4

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics – Grade 5

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics – Grade 6

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics – Grade 7

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics – Grade 8

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics – Grade 11

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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015–16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015–16)

All students participate in field trips to various locations promoting various careers of interest. All field trips must be submitted for administrative approval and requests must be accompanied by a lesson plan connecting the outing to work being done in the classroom. All students by their 16th birthday are provided with an Individual Transition Plan that addresses post-secondary educational goals, employment goals, and living arrangement goals. This plan is then included as part of the students Individual Education Plan. Students in the 12th grade attend an orientation meeting with the Department of Rehabilitation. Students then meet with the transition specialist and complete the necessary forms that are submitted to the Department of Rehabilitation to determine eligibility of services. These students are also accompanied to local colleges to meet with counselors, arrange dates for assessments, and register their Individual Education Plans with the Office of Students with Disabilities. All upper classes (grades 11-12) students participate in employment application trainings, appropriate attire for interviews, and mock interviews that are video-taped for the student and staff to review, critique, and suggest changes. Students participate in this process multiple times in order to refine their interview skills.

Career Technical Education Participation (School Year 2015–16)

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

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

UC/CSU Course Measure	Percent
2015–16 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015–16)

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

Parents/guardians, placing entities and community members are encouraged to participate in the educational program of our students. They are continuously invited to support school functions. Functions include holiday programs, Easter egg hunts, Thanksgiving feasts, haunted house, awards recognitions, graduation ceremonies, etc. Throughout the year staff send out informative correspondence and reports to parents/guardians and caregivers. Comments are always welcomed and appreciated. Progress reports are sent to caregiver five times per year.

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			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2016–17)

The agency's safety committee annually reviews the safety plan and emergency procedures. These policies are kept on file in the school office as well as included in each staff members site Manual. The staff Site Manual contains the school schedule, code of conduct for students and school wide discipline plan that govern the student's behavior while enrolled. These are reviewed and signed by each student as they complete the orientation process at time of enrollment. Plan includes instructions as to fire drill procedures, lock down procedures, evacuation procedures, transition procedures, etc.

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 2016–17)

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 with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	1	0	0	0	4	1	0	0	0	0	0	0
1	1	1	0	0	0	0	0	0	1	1	0	0
2	2	1	0	0	5	1	1	0	6	1	0	0
3	4	1	0	0	3	1	0	0	6	1	0	0
4	4	1	0	0	6	1	0	0	7	2	0	0
5	8	1	0	0	9	2	0	0	4	2	0	0
6	2	1	0	0	9	1	0	0	5	2	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	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	1	0	0	12	2	0	0	12	7	0	0
Mathematics	10	2	0	0	12	3	0	0	12	7	0	0
Science	8	1	0	0	12	2	0	0	12	7	0	0
Social Science	7	0	0	0	11	1	0	0	12	7	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.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	32
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	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4	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 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	$56,369
District	N/A	N/A	DPL	$73,404
Percent Difference – School Site and District	N/A	N/A	DPL	24%
State	N/A	N/A	DPC	$69,257
Percent Difference – School Site and State	N/A	N/A	DPL	19%

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

Types of Services Funded (Fiscal Year 2015–16)

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 status.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,477	$42,316
Mid-Range Teacher Salary	$69,852	$66,451
Highest Teacher Salary	$88,040	$85,603
Average Principal Salary (Elementary)	$107,856	$105,079
Average Principal Salary (Middle)	$114,588	$111,005
Average Principal Salary (High)	$124,716	$121,310
Superintendent Salary	$288,084	$189,899
Percent of Budget for Teacher Salaries	41%	39%
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/.

Advanced Placement (AP) Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

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

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

Professional Development

Teachers, Behaviorist, Paraprofessional, and Administrative staff participate in regular staff development. Staff development is held prior to the beginning of the school year with an additional three days during the school year that are set aside for staff to attend workshops, conferences, seminars and work on site management issues. In addition seven compact days are scheduled for staff members to receive professional development on site. The instructional and behavioral program is regularly reviewed and revised to address the specific needs of the changing population.

The LeRoy Haynes Education Center was established to provide an educational program for at-risk youth who require a more comprehensive treatment plan. We have added the School for Autism and Developmental Disabilities to provide services for a new growing population. The classroom staff coordinates educational, functional, and therapeutic needs of each student. Students follow the academic/functional requirements set forth by their school district and their Individual Education Plans while improving self-management skills under the staff's professional guidance and organized feedback opportunities. We address the behavioral, functional, and emotional issues which have led to difficulties in the public school setting. These are typically a combination of the following: Aggressiveness, Anxiety, Behaviors and issues related to Autism, Chronic Truancy, Crimes against people/property, Delays in Social or Emotional Development, Depression, Hyperactivity, Impulsivity, Self-Destructiveness, Suicidal Ideation/attempts, and Withdrawl. 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