2014–15
School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2016)

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

Posted to the CDE Web site:
October 16, 2015

Contact:
SARC Team
916-319-0406
sarc@cde.ca.gov

California Department of Education

School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

For LeRoy Haynes Education Center

Address:233 W. Baseline Rd. La Verne, CA 91750**Phone:909-293-2581**
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 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, the county, and the state. 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 – Most Recent Year

District Name	Bonita Unified School District
Phone Number	909-971-8200
Superintendent	Gary Rapkin
E-mail Address	Grapkin@bonita.12.ca.us
Web Site	Bonita.k12.ca.us

School Contact Information – Most Recent Year

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 – Most Recent Year

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 high structured and individualized working with students who struggle with functional, academic and behavioral skills.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	4
Grade 1	0
Grade 2	5
Grade 3	3
Grade 4	6
Grade 5	9
Grade 6	9
Grade 7	19
Grade 8	16
Ungraded Elementary	0
Grade 9	23
Grade 10	48
Grade 11	27
Grade 12	11
Ungraded Secondary	0
Total Enrollment	180

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	23.2%
American Indian or Alaska Native	0
Asian	2%
Filipino	.7%
Hispanic or Latino	50.5%
Native Hawaiian or Pacific Islander	0
White	22.7%
Two or More Races	.8%
Socioeconomically Disadvantaged	0
English Learners	5.8%
Students with Disabilities	100%
Foster Youth	22.2%

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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	12	14	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	2013–14	2014–15	2015–16
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 2014–15)

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 – Most Recent Year

Year and month in which the data were collected: 11/15/2015

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/No	0
Mathematics	Grades 9-12 Algebra I California Glencoe-McGraw Algebra II California Glencoe-McGraw California Geometry McDougal Littel 2007 Pre-Algebra Pacemaker Building Basic Math Skills 2002 Grades 6-8 California Middle School Math	Yes/No	0

	McDougal Littel 2008 Grades K-5 Houghton Mifflin Math 2009 Saxon Math California Houghton Mifflin Harcourt 2009		
Science	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	Yes	0
History-Social Science	Grades 9-12 Economics: Principles & Practices Mc Graw 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 Geography Holt MCDoughal 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	Yes	0

Foreign Language	Grades 9-12 !Avancemos! McDougal 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 – Most Recent Year

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 14 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. 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 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 are 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 – Most Recent Year

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

Year and month in which the data were collected: 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

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: 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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	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 Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	DPC
All Students at the School	DPC
Male	DPC
Female	DPC
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Students Receiving Migrant Education Services	DPC
Foster Youth	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.

Career Technical Education Programs (School Year 2014–15)

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 arrangements 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 necessary forms that re submitted to the Department of Rehabilitation to determine eligibility of services from the Department of Rehabilitation. These students are also accompanied to local colleges to meet with counselors, arrange dates for assessments, and register their Individual Educational Plans with the Office of Students with Disabilities. All upper class (grades 11-12) students participate in employment application training, appropriate attire for interviews training, 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 2014–15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent 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
Foster Youth	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.

California Physical Fitness Test Results (School Year 2014–15)

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: 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 – Most Recent Year

Parents/guardians, placing entities and community members are encouraged to participate in the educational program of our students. They are continuously invited and support school functions. Functions include holiday programs, Easter egg hunts, Thanksgiving feasts, haunted houses, 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 the 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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
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 2014

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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	DPC	DPC	DPC
Met Participation Rate – English Language Arts	DPC	DPC	DPC
Met Participation Rate – Mathematics	DPC	DPC	DPC
Met Percent Proficient – English Language Arts	DPC	DPC	DPC
Met Percent Proficient – Mathematics	DPC	DPC	DPC
Met Attendance Rate	DPC	DPC	DPC
Met Graduation Rate	DPC	DPC	DPC

Federal Intervention Program (School Year 2015–16)

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 N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	1	0	0	0	4	1	0	0
1	1	1	0	0	1	1	0	0	0	0	0	0
2	2	1	0	0	2	1	0	0	5	1	0	0
3	2	1	0	0	4	1	0	0	3	1	0	0
4	6	1	0	0	4	1	0	0	6	1	0	0
5	1	1	0	0	8	1	0	0	9	2	0	0
6	5	1	0	0	2	1	0	0	9	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	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	1	0	0	9	1	0	0	12	2	0	0
Mathematics	9	1	0	0	10	2	0	0	12	3	0	0
Science	10	1	0	0	8	1	0	0	12	2	0	0
Social Science	8	1	0	0	7	1	0	0	11	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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	35
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	2	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	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 2013–14)

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 2014–15)

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 2013–14)

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 Courses (School Year 2014–15)

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.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

Teachers, Behaviorist, Paraprofessionals, 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. Recently we have added the school for Autism and Development Disabilities to provide services for a new population. The classroom staff coordinates educational, functional, and therapeutic needs of each student. Students follow the academic/functional requirements set by their school district and Individual Educational 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 required in order to be successful.