San Carlos Charter Learning Center

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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

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

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Stacy Giles Emory, Executive Director
Principal, San Carlos Charter Learning Center

About Our School

San Carlos Charter Learning Center (SCC) was granted California Charter No. 0001 in 1993. Although many of aspects of our curriculum and instruction, community, and infrastructure have evolved since we opened our doors in 1994, we still hold true to the core tenets of our original vision and mission. We are committed to the belief that education should focus on learners' social, emotional, academic, cognitive, and physical development. We strive to nurture and support the learners' natural curiosity and innate desire to learn and foster their active participation in their learning. Meaningful community involvement is a foundational part of our program and parents and other volunteers are integral to our success. We are an independent, K - 8 public charter school and the San Carlos Elementary School District is our authorizing agency. We cultivate and value our collaborative relationship with the SCSD and are proud to offer another educational choice within this exceptional district. Our school and community participate in district wide events and fund raising and this engagement is mutually beneficial, building relationships across all schools. Stakeholders feel tremendous pride in this exceptional, dynamic school community.

Contact

San Carlos Charter Learning Center
750 Dartmouth Ave.
San Carlos, CA 94070-3802

Phone: 650-508-7343
Email: semory@scclc.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Carlos Elementary
Phone Number	(650) 590-5935
Superintendent	Michelle Harmeier
Email Address	mharmeier@scsdk8.org
Website	http://www.scsdk8.org/

School Contact Information (School Year 2019—20)	
School Name	San Carlos Charter Learning Center
Street	750 Dartmouth Ave.
City, State, Zip	San Carlos, Ca, 94070-3802
Phone Number	650-508-7343
Principal	Stacy Giles Emory, Executive Director
Email Address	semory@scclc.net
Website	www.scclc.net
County-District-School (CDS) Code	41690216112213

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

The San Carlos Charter Learning Center(SCC) is a collaborative public K - 8 charter school community. The foundational philosophies, beliefs, and goals that are essential to SCC's identity and operations are captured in the following statements:

Vision Statement

SCC learners go into the world as curious, socially-conscious, and creative independent thinkers, inspired to make positive and authentic contributions to society.

SCC educators bravely try new things, and succeed or fail, share reflections with education leaders locally and beyond.

Mission Statement

SCC fosters an inclusive, learner-centric environment that draws from the whole community to support all our children as learners and people. The core components of our approach:

- Expose and support learners to **solve real-world problems**
- Encourage **collaboration**
- Emphasize **social and emotional learning**
- Promote **reflection** and **continuous growth**
- Inspire **advocacy** for self and others

SCC Staff is committed to implementing ideas from current research into how children learn and effective teaching practices. Additionally, SCC emphasizes curriculum and instruction informed by constructivist learning theory, multiple intelligences, and a multi-age learning environment. Our educational focus is intended to provide a choice of educational opportunities for the general San Carlos population; it is not intended to focus on the educational needs of any particular category of learners.

Last updated: 1/7/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	43
Grade 4	44
Grade 5	44
Grade 6	45
Grade 7	44
Grade 8	33
Total Enrollment	385
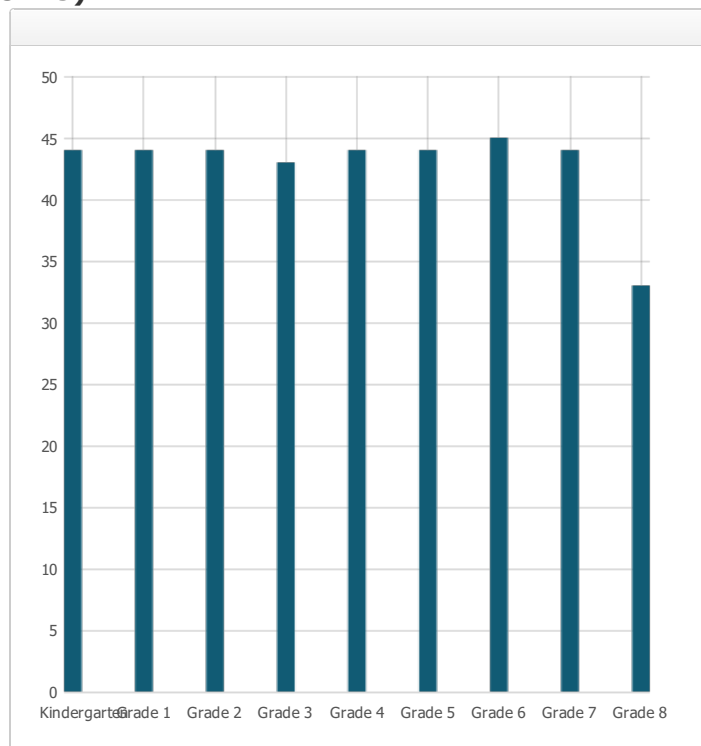
Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	14.00 %
Filipino	1.30 %
Hispanic or Latino	9.10 %
Native Hawaiian or Pacific Islander	%
White	62.60 %
Two or More Races	13.00 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	1.30 %
English Learners	1.00 %
Students with Disabilities	10.40 %
Foster Youth	%
Homeless	%

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	27	26	
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		
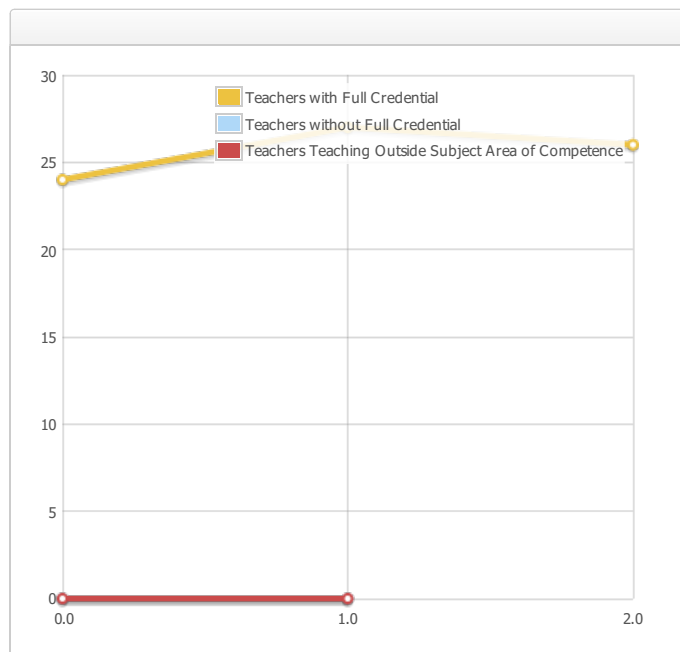
Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
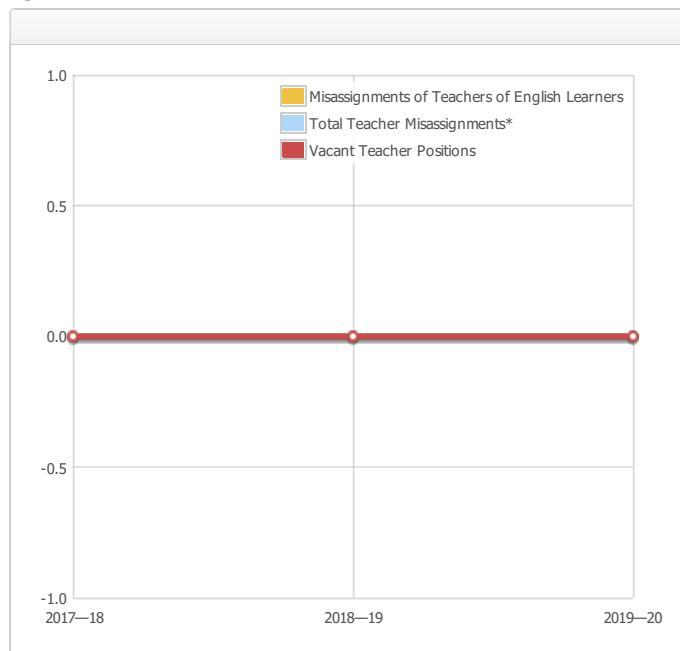
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a charter school, SCC is not required to choose from the prescribed state-approved text books. SCC's curriculum is an interdisciplinary, resource-based program. As such, SCC does not use textbooks as part of our curriculum delivery. Educators develop curriculum, referenced to the CA state standards. Educators use multiple resources to provide relevant materials to the learners to support instruction. We have a strong K-8 English Language Arts program. We use Lucy Caulkin's Readers and Writers Workshop (which is aligned to the state standards) as a core at all grade levels to encourage meaningful and authentic experiences in reading and writing. Learners read a variety of print materials–from leveled fiction books to non-fiction and primary source material. Our instructional practices are designed to not just teach children to read and write, but to foster a love of reading and writing. Their literacy experiences are a mix of direct instruction, guided experiences, exploration, and independent work. Phonics, spelling, grammar, and written conventions are embedded in instruction		0.00 %
Mathematics	We invest a significant amount of time in the elementary grades building a strong sense of number and operation. We have a problem-solving based curriculum that is aligned to the California state standards. Emphasis is placed on teaching mathematics concepts for understanding, as opposed to memorization of procedures without context. Learners are expected to be able to explain their thinking, both in words and symbolically, with multiple representations. Instructional practices (Cognitively Guided Instruction, for example) challenge children to think about and make sense of the mathematics they are exploring. We use a variety of resources in all of the grades and do not rely on textbooks as our primary content source		0.00 %
Science	We teach science kindergarten though eighth grade and do not use textbooks in this content area. Our science curriculum is presented in interdisciplinary units at all grade levels. Instruction is question- and inquiry-based and exploratory in nature. Children learn important age-appropriate scientific content and scientific methodology. Units are being revised to align with the Next Generation Science Standards.		0.00 %
History-Social Science	We teach history-social science kindergarten though eighth grade and do not use textbooks in this content area. Our History-Social Science curriculum is presented in interdisciplinary units at all grade levels. Instruction is question- and inquiry-based and exploratory in nature. Children learn important age-appropriate historical content as well as gain an understanding of perspective-taking and interpretation of primary source documents.		0.00 %
Foreign Language	Learning a second language is a core value of our vision and the Spanish language is taught at all grade levels. The Spanish program is focused on learners developing the ability to communicate (both orally and in written form) in meaningful and appropriate ways with speakers of the Spanish language. That is, our goal is to get learners to acquire the ability to the "why", "when", and the "to whom" when they are communicating in Spanish. While functionality in the language is our primary focus, second language learners also need to know the "how" (grammar) to say "what" (vocabulary) to better understand the structure of the language and to minimize errors when speaking and writing. Our goal is to have all learners experience success in their Spanish communication. To do this, we provide learners with a variety of modalities of comprehensible input, spoken and written. In kindergarten - 2nd grade, our program is exploratory in nature and the children learn basic vocabulary using the present tense. Instructional time and complexity increases in 3rd/4th grade and even more so once learners get to middle school.		0.00 %
Health	Health curriculum is integrated into the physical education, science, and the social and emotional learning curricula. We do not use textbooks in this area.		0.00 %
Visual and Performing Arts	The majority of our arts programming is experienced through our Seminar program, although visual and performing arts are also integrated throughout the core curricula. Seminars is an elective program that we run kindergarten - eighth grade. This program provides a variety of experiences to the learners in the areas of drama, music, fine arts, movement/dance, and other visual arts (e.g., digital photography). Sessions of these classes run three to six times per year for different lengths of time (depending on the age level) and provide the opportunity for the learners to experience a wide range of activities. Our goal is that they experience something that ignites a passion that they will pursue beyond the school environment.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

SCC is co-located on a district campus with two other district schools (a 6th -8th grade middle school and a 4th-5th grade upper elementary school). Major structural and repair issues as well as facility construction and maintenance are the responsibility of the school district personnel, per our FUA. The district is responsible for emergency repairs and critical facility-related safety issues. As a school, we make great efforts to ensure that the facility we occupy is clean, safe, and functional.'

Last updated: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	One of the portable buildings that house the administrative offices does not have a functioning HVAC unit. In the new construction there are three rooms that do not have functioning HVAC. There continues to be some condensate leakage into first floor classrooms in two of the buildings
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground space is extremely primitive with respect to developed features. The large play space is an uneven dirt lot. We also have limited hardscape for our PE program and recreational play. There is no area on campus (except hallways) where the is shade for learners during lunch or recess. We are having conversations with community stakeholders to look at ways to develop these areas.

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good

Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	88.0%	87.0%	80.0%	80.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	73.0%	69.0%	76.0%	75.0%	38.0%	39.0%

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

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

Last updated: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	245	97.61%	2.39%	86.53%
Male	116	112	96.55%	3.45%	83.93%
Female	135	133	98.52%	1.48%	88.72%
Black or African American					
American Indian or Alaska Native					
Asian	33	33	100%	0.00%	93.94%
Filipino					
Hispanic or Latino	19	17	89.47%	10.53%	88.24%
Native Hawaiian or Pacific Islander					
White	168	165	98.21%	1.79%	85.45%
Two or More Races	31	30	96.77%	3.23%	83.33%
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	35	34	97.14%	2.86%	52.94%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	243	96.81%	3.19%	69.14%
Male	116	110	94.83%	5.17%	68.18%
Female	135	133	98.52%	1.48%	69.92%
Black or African American					
American Indian or Alaska Native					
Asian	33	33	100%	0.00%	90.91%
Filipino					
Hispanic or Latino	19	16	84.21%	15.79%	68.75%
Native Hawaiian or Pacific Islander					
White	168	164	97.62%	2.38%	67.07%
Two or More Races	31	30	96.77%	3.23%	56.67%
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	35	32	91.43%	8.57%	28.13%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/7/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

N/A

This is not an outcome that is relevant to age group served.

Last updated: 1/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/7/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 2018—19)

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	--	--	--
7	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

The SCC community believes that our learners' education is strengthened by a partnership of families, educators, and administrators. This value that is placed on education by the entire community strengthens the learners' motivation to engage in their own education. The active participation of parents in the classroom allows for more individual attention and educational support. As a result of these beliefs, all SCC families are strongly encouraged to participate in volunteer activities for the school. We encourage families to volunteer 80 hours per school year, or 120 hours for two or more children. The Volunteer Coordinator (Melissa May, 650.508.7343) assists them in finding positive ways to engage in meaningful volunteer activities and enhance the educational process at the school.

Opportunities for parental involvement:

• Volunteer opportunities – a variety of volunteer opportunities are available at the school. Examples include assisting in the classrooms, organizing or driving learners on field trips, serving on parent teams or working groups, school governance, leading seminars, leading extracurricular activities and assisting in our after school program

• Learner progress - parents, learners, and educators meet at least once per year to discuss learner progress and to plan for ways to enhance or support his/her learning throughout the academic year

• School functions – parents are encouraged to take a leadership role in school activities and community events

• School/staff evaluation - parents/guardians are asked to complete a survey every other year (every year for the Executive Director) evaluating the effectiveness of the educators, administration, and the school's program, culture, and climate.

State Priority: Pupil Engagement

Last updated: 1/7/2020

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

- High school dropout rates; and
- High school graduation rates

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.30%	0.00%	1.60%	1.20%	1.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

In the 2018 -2019, we updated our Comprehensive School Safety Plan that is aligned to the San Carlos School District and San Mateo County Office of Educations guidelines and protocols. The plan includes response scenarios for six major incidents: fire , earthquake, security lock down, shelter in place, prolonged power outage and school wide evacuation. Two-way radios are in every classroom and carried by all personnel and are used to communicate during drills and emergencies. Each classroom has an emergency backpack with medical supplies, various tools and protective gear, and contact and medical information about the learners in that classroom. Fire, earthquake, and security lock down drills are held monthly on a rotating basis. Once a year, a coordinated emergency drill is held. All SCSD schools (including SCC) participate in this drill as do local emergency response personnel.

Last updated: 1/7/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	22.00		2	
2	22.00		2	
3	22.00		2	
4	22.00		2	
5	26.00		3	
6	26.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	22.00		2	
2	22.00		2	
3	22.00		2	
4	22.00		2	
5	29.00		3	
6	26.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	22.00		2	
2	22.00		2	
3	22.00		2	
4	22.00		2	
5	26.00		3	
6	26.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	0	3	
Mathematics	25.00	0	3	
Science	25.00	0	3	
Social Science	25.00	3	3	

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00		3	
Mathematics	26.00		3	
Science	26.00		3	
Social Science	26.00		3	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	3		
Mathematics	22.00	3		
Science	29.00		3	
Social Science	29.00		3	

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

Last updated: 1/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.
**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	3.23
Other	1.18

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12653.99	$1390.50	$11263.49	$73649.00
District	N/A	N/A	--	$82156.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2020

## Types of Services Funded (Fiscal Year 2018—19)

Our first level of support is provided by our general education classroom educators. They are skilled at differentiating the curriculum to meet the needs of the learners in front of them. In addition, they readily make accommodations to help children access the curriculum. We have a 0.8 FTE Literacy Specialist and provide after school math intervention support for learners directly and to provide resources for the general education classroom educators. Our school Psychologist and Behavior Specialist also provide educators with support by acting as resources or providing direct service to individuals or small groups of learners. We have 2.0 FTE Resource Specialists, an SLP (0.6 FTE), 1.0 Behavioral Specialist, and OT support as needed. We also have Inclusion Support staff (3.2 FTE) who move through classrooms supporting learners in accessing the general education curriculum.

Last updated: 1/7/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,894	$45,252
Mid-Range Teacher Salary	$76,698	$65,210
Highest Teacher Salary	$98,539	$84,472
Average Principal Salary (Elementary)	$125,596	$107,614
Average Principal Salary (Middle)	$129,835	$112,242
Average Principal Salary (High)	$	--
Superintendent Salary	$192,367	$124,686
Percent of Budget for Teacher Salaries	36.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

Teacher Salary Chart

Principal Salary Chart
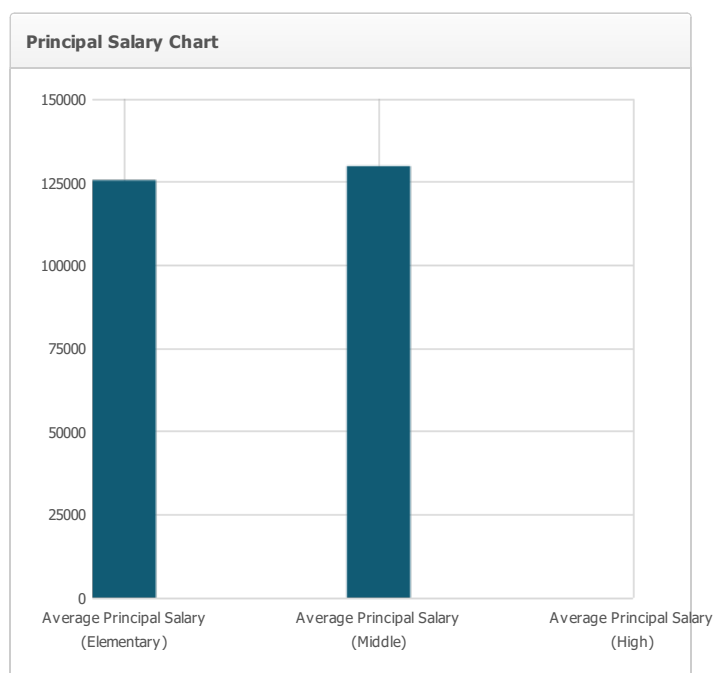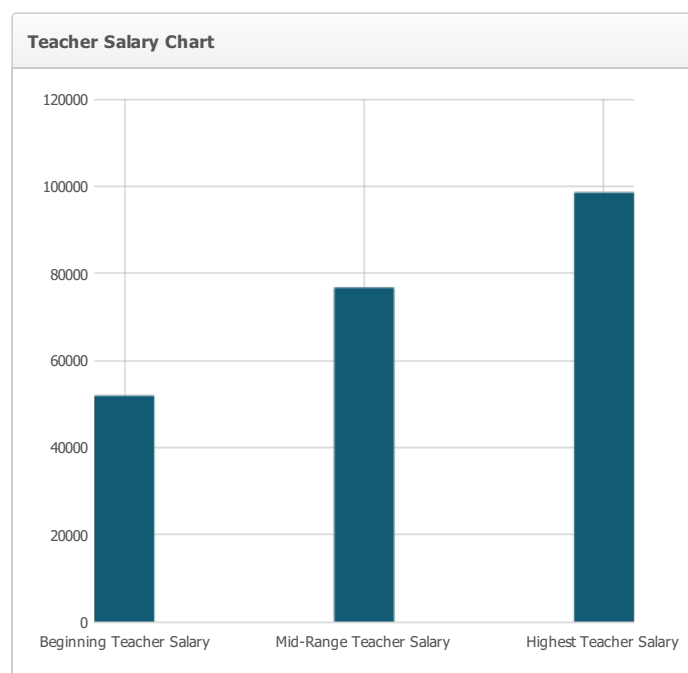
Last updated: 1/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Last updated: 1/7/2020