

Earle Jamieson Educational Options

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



Lisa Sanford, Principal

Principal, Earle Jamieson Educational Options

About Our School

Earle Jamieson Educational Options is the Nevada County Community School and is an alternative educational school. This school is for 7-12 grade students who have been expelled from a local middle or high school, or placed through the School Attendance Review Board process, and/or placed by the probation department. All students receive classroom and individualized instruction to assist them in improving their academic and behavioral skills, as well as establishing consistent patterns of attendance.

Contact

Earle Jamieson Educational Options
112 Nevada City Hwy.
Nevada City, CA 95959-3117

Phone: 530-272-5464
E-mail: lsanford@nevco.org

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|---|
| District Name | Nevada County Office of Education |
| Phone Number | (530) 478-6400 |
| Superintendent | Scott Lay |
| E-mail Address | slay@nevco.org |
| Web Site | http://www.nevco.org |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Earle Jamieson Educational Options |
| Street | 112 Nevada City Hwy. |
| City, State, Zip | Nevada City, Ca, 95959-3117 |
| Phone Number | 530-272-5464 |
| Principal | Lisa Sanford, Principal |
| E-mail Address | lsanford@nevco.org |
| Web Site | http://www.nevco.org |
| County-District-School (CDS) Code | 29102980116681 |

Last updated: 11/14/2017

School Description and Mission Statement (School Year 2017-18)

Earle Jamieson Educational Options is a 7-12 grade County Community School.

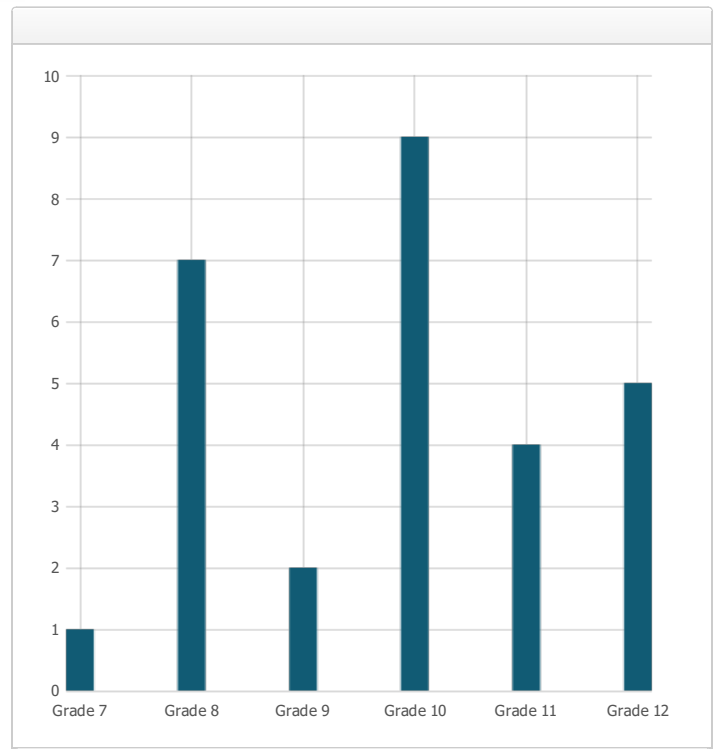
The mission of Earle Jamieson Educational Options is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

- * Take responsibility for their person and educational development
- * Acquire tolerance for and the ability to work well with others
- * Understand that their actions will have resulting consequences
- * Develop a positive sense of self-awareness and confidence
- * Experience success in their future educational and/or vocational settings

Last updated: 11/14/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 1 |
| Grade 8 | 7 |
| Grade 9 | 2 |
| Grade 10 | 9 |
| Grade 11 | 4 |
| Grade 12 | 5 |
| Total Enrollment | 28 |



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 % |
| American Indian or Alaska Native | 16.7 % |
| Asian | 0.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 0.0 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 83.3 % |
| Two or More Races | 0.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 100.0 % |
| English Learners | 0.0 % |
| Students with Disabilities | 16.7 % |
| Foster Youth | 0.0 % |

Last updated: 1/11/2018

A. Conditions of Learning

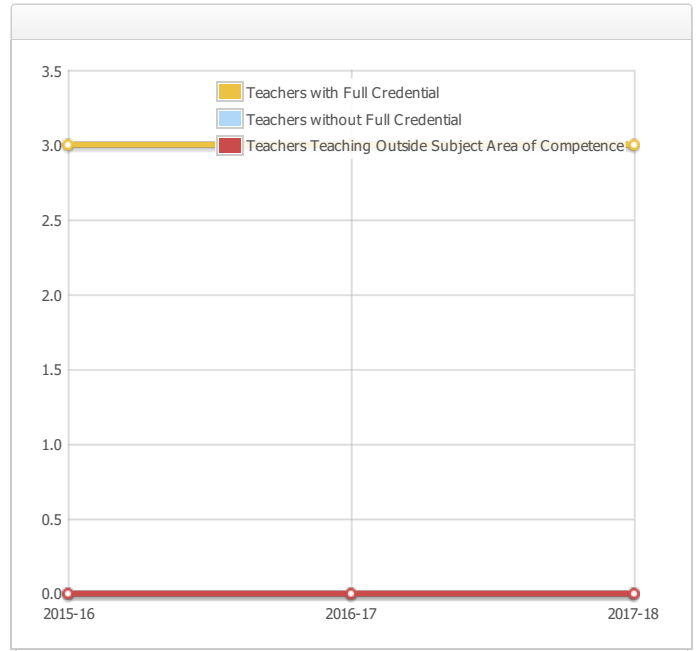
State Priority: Basic

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

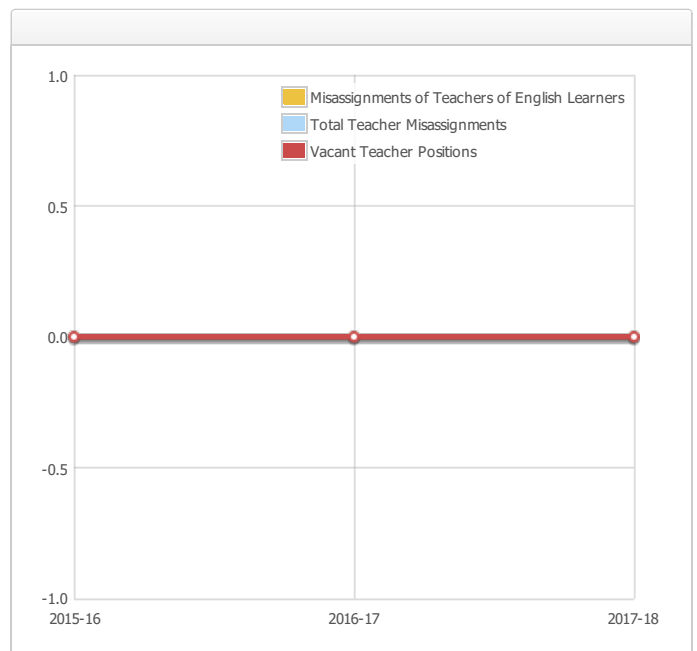
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 3 | 3 | 3 | 4 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/11/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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: 11/14/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| Mathematics | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| Science | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| History-Social Science | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| Visual and Performing Arts | All students have sufficient textbooks and supplemental materials. | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 11/14/2017

School Facility Conditions and Planned Improvements

The school has recently moved to a new location, that was upgraded from an office building to the small school. Renovations occurred in the fall of 2016, so the facility is in excellent repair.

Students are safe on school grounds before, during, and after school. There are 2 main buildings. One houses the main office, the breakfast/lunch room, the weight/exercise room, a classroom, a small kitchen, and 3 restrooms. This is sufficient for the low population of students - usually under 20. The upper building houses one classroom with its own restroom and a separate meeting room. The separate meeting room is used by community members after school hours and by school members intermittently for meetings during school hours.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. Due to the small size of the facility, it is easy to review the upkeep on the buildings on a regular basis. The site is thoroughly cleaned by our maintenance staff daily. Landscaping is also done by the maintenance staff.

For more information on school facilities, contact the school principal.

Last updated: 11/14/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | There have been wood bees in the spring and ants in the summer that need extra treatment. The wood areas that the bees have affected will need repair next year. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | As mentioned previously, the wooded overhang on the patio where students do not go is in need of repair. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

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 (School Year 2016-17)

Our numbers are too low for reporting.

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | | 13% | 44% | 44% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | | 0% | 29% | 30% | 36% | 37% |

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.

Last updated: 11/14/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 28 | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 28 | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

Last updated: 11/14/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | | -- | 81.82% | -- |
| Male | -- | -- | -- | |
| Female | -- | -- | -- | |
| Black or African American | | | | |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -- | -- | -- | |
| Native Hawaiian or Pacific Islander | | | | |
| White | -- | -- | -- | |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | | -- | 81.82% | -- |
| English Learners | -- | -- | -- | |
| Students with Disabilities | -- | -- | -- | |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

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

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

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

Last updated: 12/5/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | | | 48.0% | 58.0% | 56% | 54% |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/5/2017

Career Technical Education Programs (School Year 2016-17)

Career/Tech Ed (CTE) takes place for all our students with the use of Career Cruising, an on line program for career exploration and planning. We also have a Career Cafe, once per month for students to learn about various careers from members of the community who are currently working in those careers. Students get the chance to discuss all aspects for the careers with those community members. The school counselor also meets with all students to determine their post graduate plans and helps them to formulate a plan for a career of their choice.

Last updated: 12/5/2017

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 0 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 0.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.0% |

Last updated: 12/5/2017

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.0% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Number of students tested is too low to report.

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 9 | -- | -- | -- |

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.

Last updated: 12/5/2017

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 2017-18)

Since most of the students/families attend Earle Jamieson for a limited amount of time, there tends to be little parent participation, beyond the school contacting parents about student successes and challenges. Phone calls and letters are sent to encourage parents to participate in school decisions and planning. Surveys are sent out, but seldom returned. Parents are encouraged to become members of the School Site Council, but little interest has been shown there as well. Using texts to notify parents of event or student needs seems to be the best form of access for many.

State Priority: Pupil Engagement

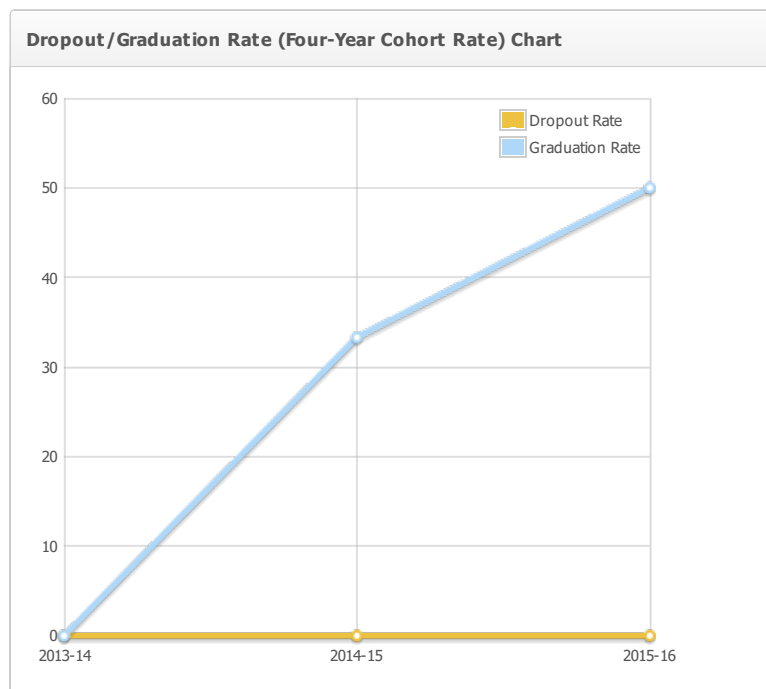
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Since most of our students are do not attend more than one or two semesters, the graduation rate is misleading. Most of our students return to their home schools to complete school and graduate.

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0.0% | 0.0% | 0.0% | 0.0% | 38.9% | 11.2% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 0.0% | 33.3% | 50.0% | 81.9% | 39.2% | 85.1% | 81.0% | 82.3% | 83.8% |



Last updated: 12/11/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Because students are assigned to our school for one to two semesters, we do not have a rate of completion of graduation requirements. Most students return to a more traditional site, prior to graduation.

For any student who does graduate from Launch, they have all met the state graduation requirements.

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 100.0% | 63.7% | 87.1% |
| Black or African American | 0.0% | 59.5% | 79.2% |
| American Indian or Alaska Native | 0.0% | 61.1% | 80.2% |
| Asian | 0.0% | 84.6% | 94.4% |
| Filipino | 0.0% | 40.0% | 93.8% |
| Hispanic or Latino | 0.0% | 60.1% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 100.0% | 86.6% |
| White | 100.0% | 75.2% | 91.0% |
| Two or More Races | 0.0% | 75.0% | 90.6% |
| Socioeconomically Disadvantaged | 100.0% | 59.2% | 85.5% |
| English Learners | 0.0% | 42.3% | 55.4% |
| Students with Disabilities | 0.0% | 79.3% | 63.9% |
| Foster Youth | 0.0% | 44.4% | 68.2% |

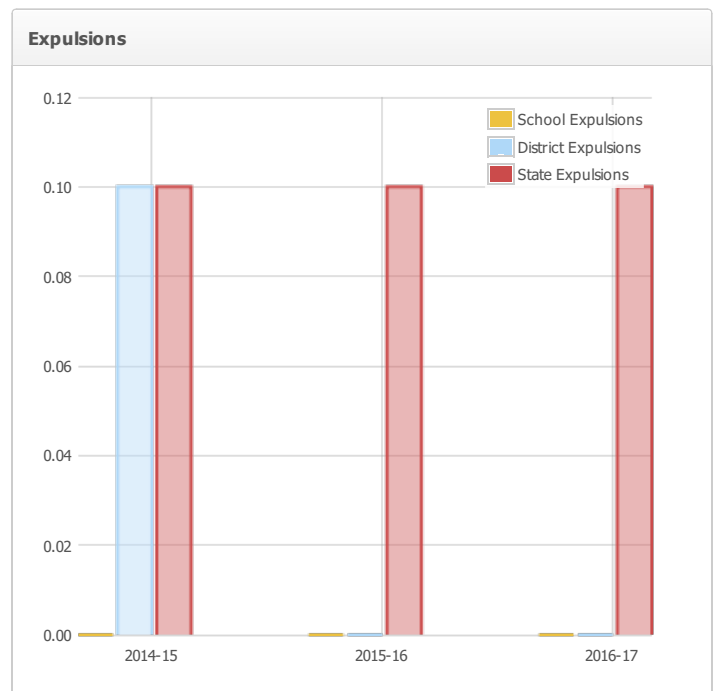
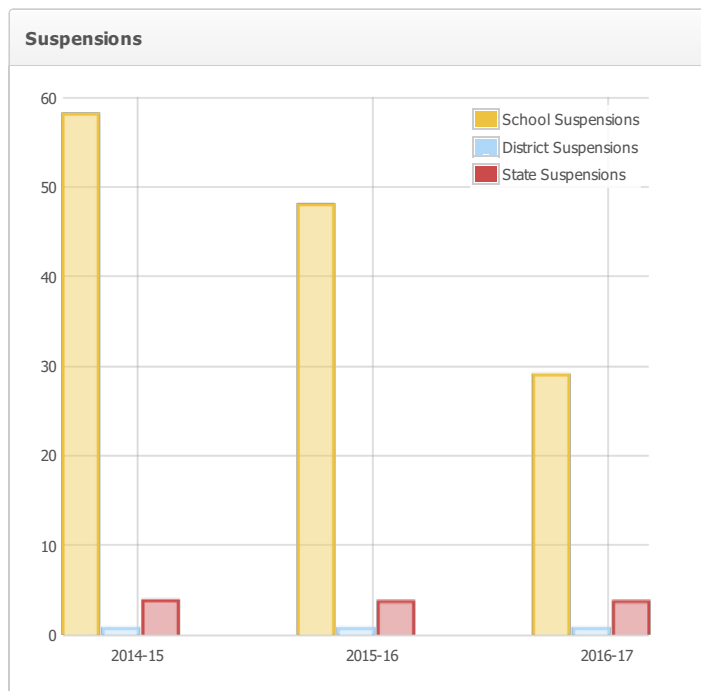
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 58.1% | 48.0% | 29.0% | 0.7% | 0.7% | 0.7% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 12/11/2017

School Safety Plan (School Year 2017-18)

The School Safety Plan was updated in the Spring of 2017. All staff were updated on the plan.

Last updated: 12/11/2017

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 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 0 |
| Percent of Schools Currently in Program Improvement | N/A | 0.0% |

Last updated: 12/11/2017

Average Class Size and Class Size Distribution (Elementary)

We have no classes grade K-6.

| Grade Level | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/11/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 3.0 | 3 | 0 | 0 | 2.0 | 4 | 0 | 0 | 6.0 | 2 | 0 | 0 |
| Mathematics | 2.0 | 1 | 0 | 0 | 6.0 | 1 | 0 | 0 | 6.0 | 2 | 0 | 0 |
| Science | 6.0 | 1 | 0 | 0 | 5.0 | 1 | 0 | 0 | 6.0 | 2 | 0 | 0 |
| Social Science | 1.0 | 1 | 0 | 0 | 5.0 | 1 | 0 | 0 | 6.0 | 2 | 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.

Last updated: 12/11/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Due to low numbers, we do not have any of these staff members with the exception of a part-time Resource teacher.

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | 20.0 |
| Counselor (Social/Behavioral or Career Development) | 0.7 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | 0.1 | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.1 | N/A |
| Resource Specialist (non-teaching) | 0.4 | N/A |
| Other | | N/A |

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

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

Last updated: 12/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | -- | \$22148.0 | \$10608.0 | \$58000.0 |
| District | N/A | N/A | \$33345.0 | \$58000.0 |
| Percent Difference – School Site and District | N/A | N/A | -103.5% | 0.0% |
| State | N/A | N/A | \$6574.0 | \$69964.0 |
| Percent Difference – School Site and State | N/A | N/A | 47.0% | 200.0% |

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

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

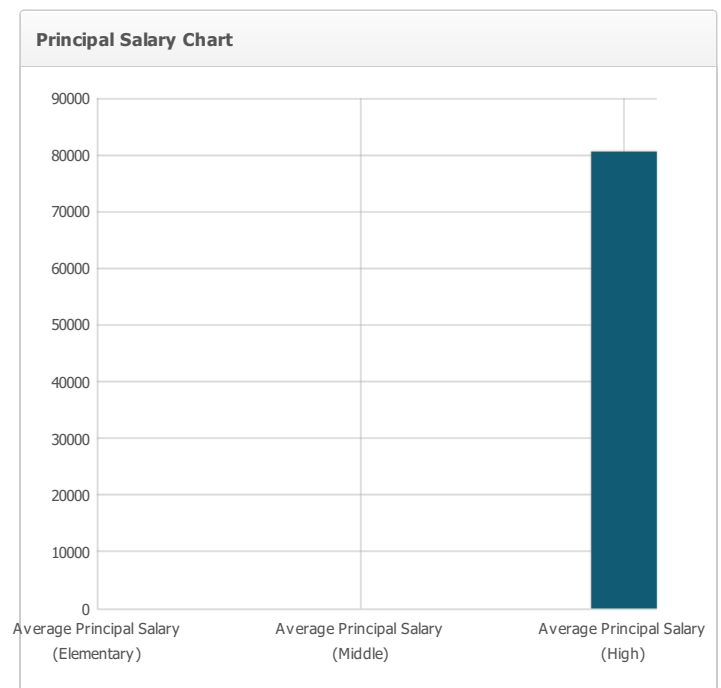
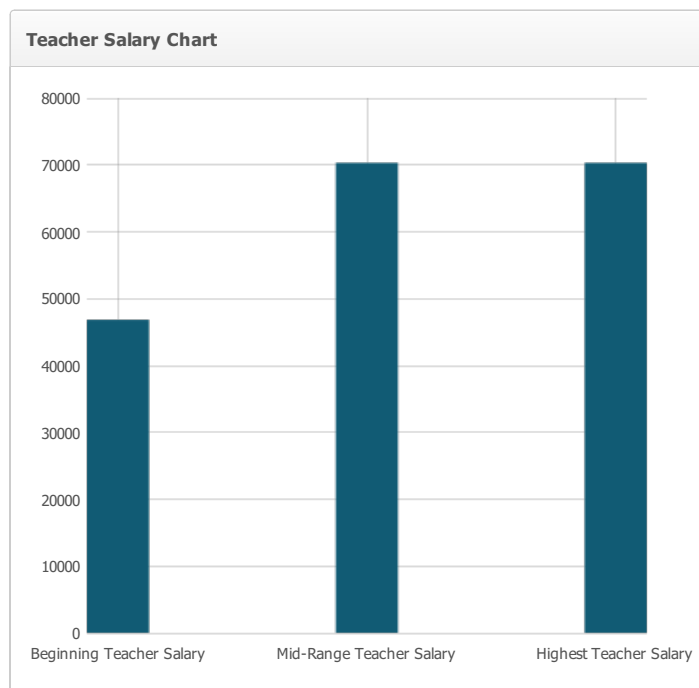
Types of services funded include outside agency involvement in the school. In addition, technology updates were funded for career and technical and remediation of ELA and math. We provide weekly aggression replacement training, drug diversion and health/sex education for all students. We also provide counseling at the site for any student in need.

Last updated: 1/11/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,839 | -- |
| Mid-Range Teacher Salary | \$70,321 | -- |
| Highest Teacher Salary | \$70,321 | -- |
| Average Principal Salary (Elementary) | -- | -- |
| Average Principal Salary (Middle) | \$ | -- |
| Average Principal Salary (High) | \$80,602 | -- |
| Superintendent Salary | \$134,754 | -- |
| Percent of Budget for Teacher Salaries | 44.0% | -- |
| Percent of Budget for Administrative Salaries | 10.5% | -- |

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



Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

As a community school and due to low population, we do not offer AP courses.

| 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 | 0.0% |

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

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

Last updated: 12/11/2017

Professional Development

Our professional development is based the goals developed in our SPSA's goals with our School Site Council. The major foacus areas are:

1. Behavior improvement plans for each student and the school as a whole (PBIS)
2. Developing and implementing motivational curriculum for each student
3. Safety in dealing with volatile situations on campus.
4. Drug/Gang training
5. Alternative Education strategies
6. Trauma informed care
7. Mindfulness in education
8. Technology use in the classroom
9. Non-violent crisis intervention
10. Common Core strategies for math, English, Science and Social Sciences

Professional development is delivered through workshops, PLC meetings, on line trainings, conferences and coaching/sharing with other teachers.

There is coaching available during and after implementation, as well as continuous feedback and PLC discussions to improve student performance. Data is analyzed at least 4 times per year on Math and English scores, as well as CAASPP Dashboard data.

Last updated: 12/11/2017