

# Earle Jamieson Educational Options

## School Accountability Report Card Reported Using Data from the 2017—18 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/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 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.

## 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](mailto:lsanford@nevco.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Nevada County Office of Education
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Scott Lay
<b>E-mail Address</b>	<a href="mailto:slay@nevco.org">slay@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Earle Jamieson Educational Options
<b>Street</b>	112 Nevada City Hwy.
<b>City, State, Zip</b>	Nevada City, Ca, 95959-3117
<b>Phone Number</b>	530-272-5464
<b>Principal</b>	Lisa Sanford, Principal
<b>E-mail Address</b>	<a href="mailto:lsanford@nevco.org">lsanford@nevco.org</a>
<b>Web Site</b>	<a href="http://www.nevco.org">http://www.nevco.org</a>
<b>County-District-School (CDS) Code</b>	29102980116681

*Last updated: 12/19/2018*

### School Description and Mission Statement (School Year 2018—19)

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

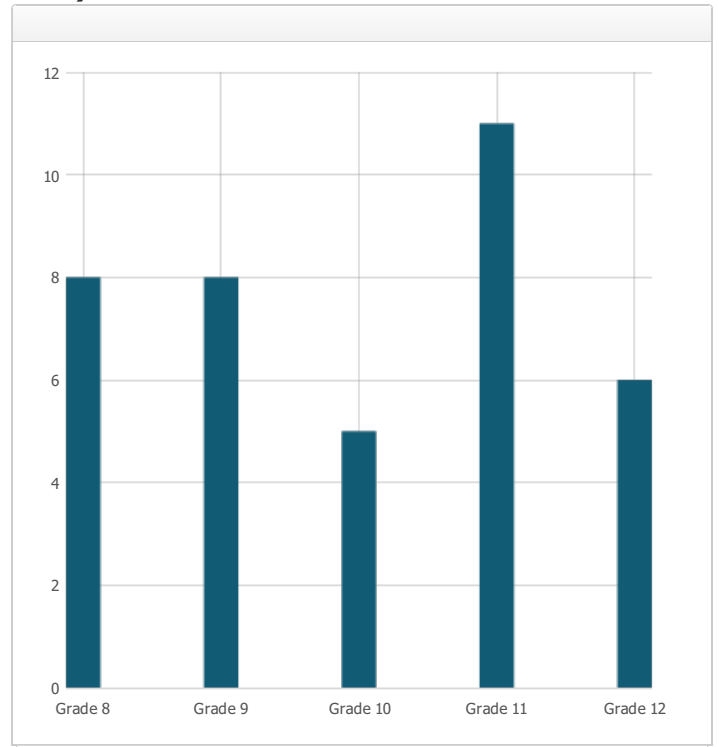
The mission of Earle Jamieson Educational Options is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students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

- \* Take responsibility for their personal 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: 12/19/2018*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 8	8
Grade 9	8
Grade 10	5
Grade 11	11
Grade 12	6
<b>Total Enrollment</b>	<b>38</b>



Last updated: 12/5/2018

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	7.1 %
Asian	%
Filipino	%
Hispanic or Latino	7.1 %
Native Hawaiian or Pacific Islander	%
White	78.6 %
Two or More Races	7.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	%
Students with Disabilities	28.6 %
Foster Youth	%

## A. Conditions of Learning

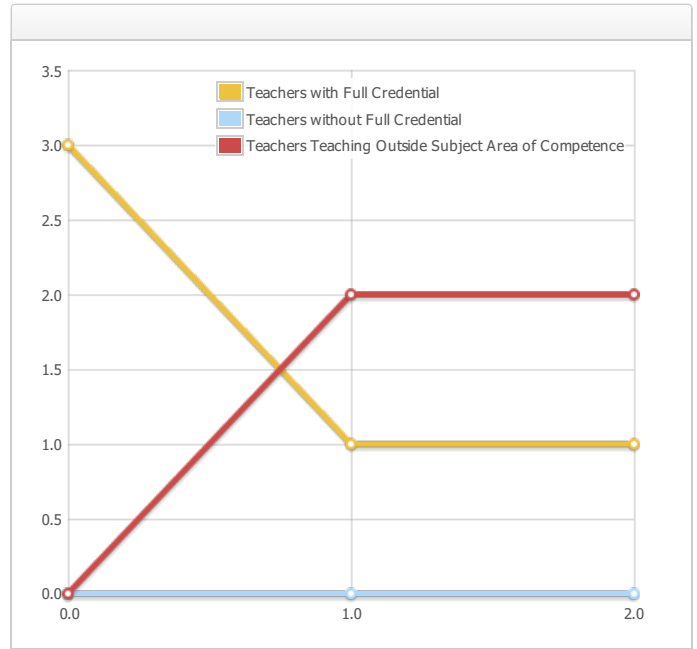
### State Priority: Basic

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

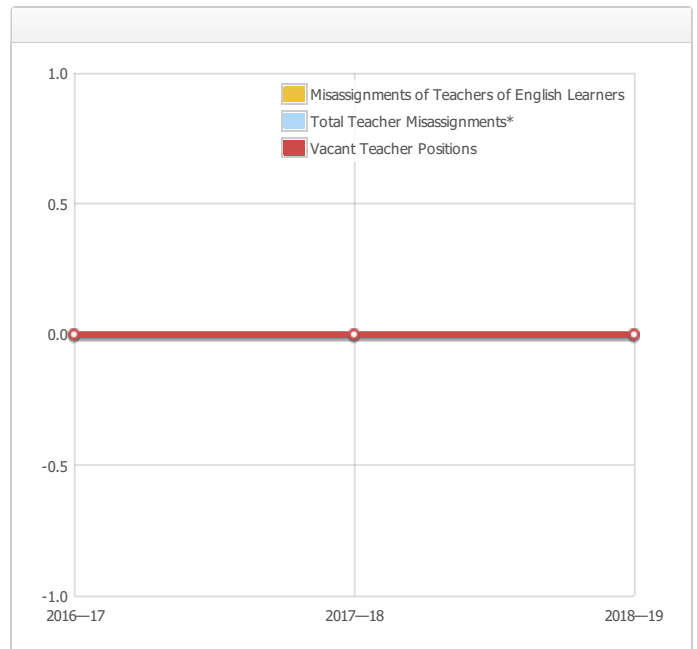
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	3	1	1	0
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	0



Last updated: 1/25/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/23/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 1/14/2019

## School Facility Conditions and Planned Improvements

Students are safe on school grounds before, during and after school. There are two main buildings. One houses one classroom, all offices, the school entrance, lunch/breakfast room, PE weight room and small kitchen. There are 3 bathrooms in this main building. In the other building is one classroom, 2 bathrooms, and a meeting room. The population remains at 20 maximum students with 7 staff members, some part time. The meeting room in the upper area is used during school hours for meetings and small student groups. It is used after school for community agencies.

The LEA insures that the school is in good repair, is safe, and functional. Due to the small size, it is easy to keep up on repairs and maintenance. The site is thoroughly cleaned by our maintenance staff daily and is cleaned in depth during school breaks. The landscaping is kept up by school maintenance as well.

*Last updated: 1/24/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	There are wood bees in the spring that are eating away at trellises in two areas. They will need to be treated next spring, to insure the wood remains safe.
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	The wood bees will eventually affect the structure if not abated.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Exemplary
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*Last updated: 1/24/2019*

## 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

Our numbers are too low for reporting.

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	13.0%	20.0%	44.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	30.0%	29.0%	37.0%	38.0%

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: 1/14/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	--	83.33%	20.00%
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	12	--	83.33%	20.00%
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
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: 1/14/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	--	83.33%	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	12	--	83.33%	
Two or More Races				
Socioeconomically Disadvantaged	--	--	--	
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: 1/14/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/14/2019*

## Career Technical Education (CTE) Programs (School Year 2017–18)

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: 1/24/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

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: 1/14/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	85.7%
2016–17 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 2017—18)

Number of students tested is too low to report.

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
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: 1/14/2019

## 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 2018—19)

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. Using texts to notify parents of event or student needs seems to be the best form of access for many. Meeting parents at drop off and pick up is one other way staff connects with parents regularly. For organized opportunities for parental involvement, please contact Lisa Sanford, Principal, at (530)272-5464.

# State Priority: Pupil Engagement

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

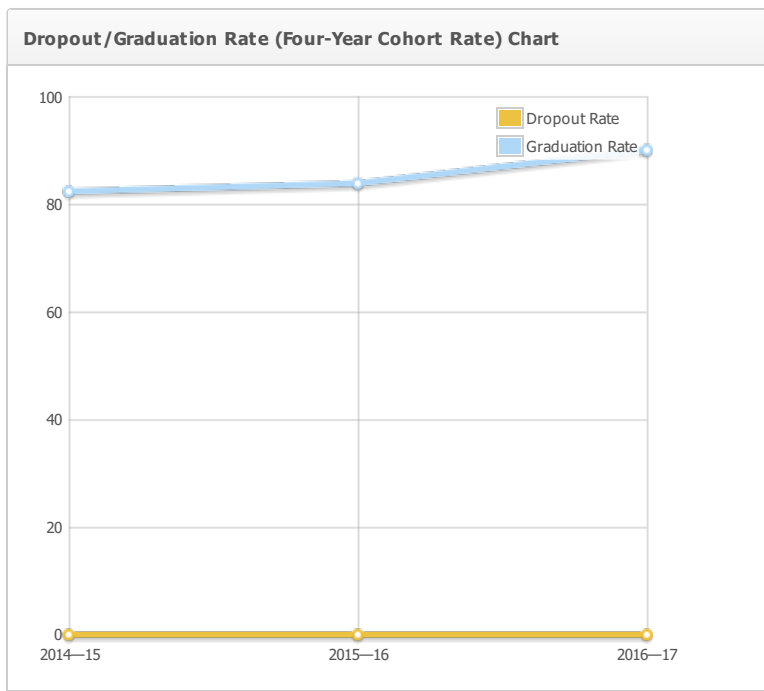
- High school dropout rates; and
- High school graduation rates

## 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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	38.9%	11.2%	10.7%	9.7%
Graduation Rate	82.3%	83.8%	39.2%	85.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	49.6%	9.1%
Graduation Rate	90.0%	25.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/24/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (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.

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	71.4%	88.7%
Black or African American	0.0%	59.0%	82.2%
American Indian or Alaska Native	0.0%	61.5%	82.8%
Asian	0.0%	63.6%	94.9%
Filipino	0.0%	50.0%	93.5%
Hispanic or Latino	0.0%	69.3%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	87.8%	92.1%
Two or More Races	0.0%	72.1%	91.2%
Socioeconomically Disadvantaged	100.0%	69.7%	88.6%
English Learners	0.0%	48.0%	56.7%
Students with Disabilities	0.0%	81.5%	67.1%
Foster Youth	0.0%	68.4%	74.1%

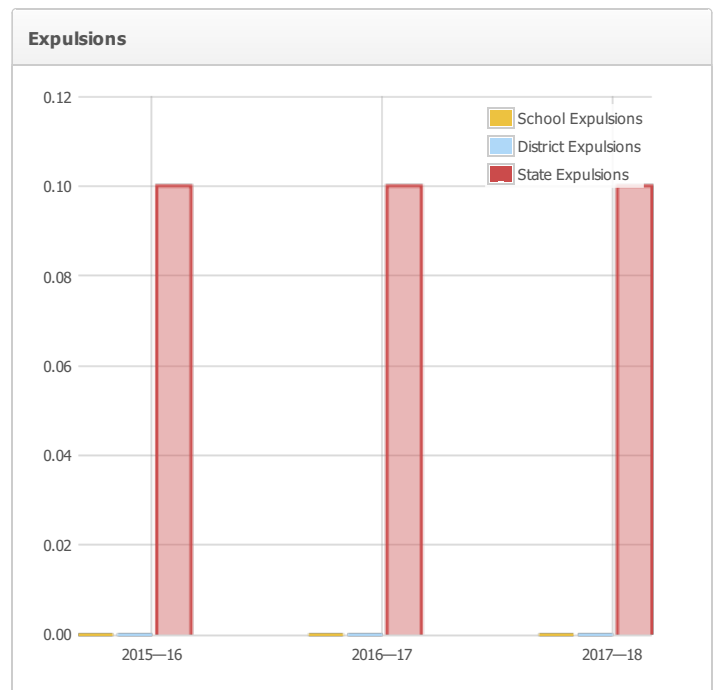
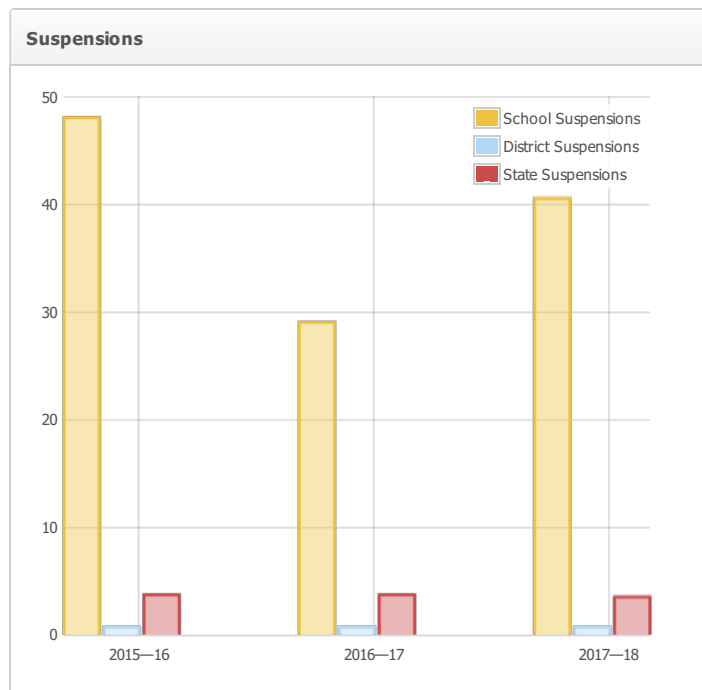
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	48.0%	29.0%	40.5%	0.7%	0.7%	0.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

## School Safety Plan (School Year 2018—19)

The School Safety Plan was updated in the Spring of 2018. All staff are updated as to the plan and have been trained for all emergency situations.

Last updated: 1/14/2019

## 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.

We have no classes grade K-6.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

\* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

\* 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	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	0.0	0	0	0
4	0.0	0	0	0
5	0.0	0	0	0
6	0.0	0	0	0
Other**	0.0	0	0	0

\* 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 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	2.0	4		
Mathematics	6.0	1		
Science	5.0	1		
Social Science	5.0	1		

\* 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 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	2.0	4		
Mathematics	2.0	3		
Science	2.0	2		
Social Science	2.0	2		

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	6.0	2		
Mathematics	6.0	2		
Science	7.0	2		
Social Science	6.0	2		

\* 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: 1/14/2019*

## Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.0	
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	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: 1/25/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$43568.0	\$11575.0	\$31992.0	\$70413.0
District	N/A	N/A	\$39835.0	\$67610.0
Percent Difference – School Site and District	N/A	N/A	-1.1%	4.2%
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/23/2019*

## Types of Services Funded (Fiscal Year 2017—18)

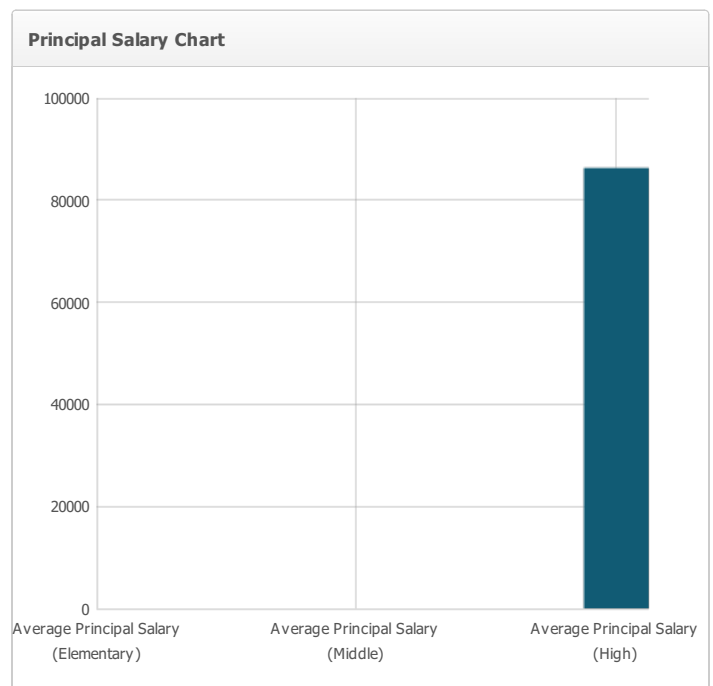
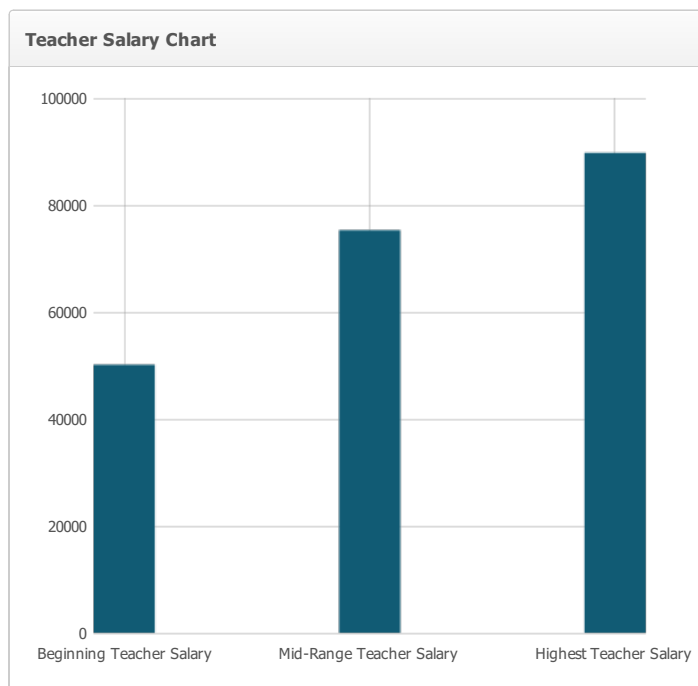
Types of services funded include outside agency involvement in the school. In addition, technology updates were funded for career and technical and remediation of ELA and math. We provided bi-weekly Boys' and Girls' Councils, drug diversion and health/sex education for all students. We also provide counseling at the site for any student in need. There were also a variety of speakers to talk at the monthly Career Cafés. A nutritionist met weekly with students for approximately 8 weeks. Many students have outside counselors connected through Behavioral Health, who meet with them weekly during the school day.

Last updated: 1/14/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,164	--
Mid-Range Teacher Salary	\$75,313	--
Highest Teacher Salary	\$89,775	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$86,324	--
Superintendent Salary	\$143,892	--
Percent of Budget for Teacher Salaries	28.0%	--
Percent of Budget for Administrative Salaries	7.0%	--

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



Last updated: 1/28/2019

## Advanced Placement (AP) Courses (School Year 2017—18)

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: 1/28/2019*

## Professional Development

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

1. Behavior improvement plans for each student and the school as a whole (PBIS)
2. Developing and implementing motivational state standards aligned 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

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 DASS data.

*Last updated: 1/24/2019*