

Keppel Academy

9330 East Avenue U • Littlerock, Ca, 93543 • 661-944-2152 • Grades K-8

Gary Schatz, Principal

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<http://www.keppelunion.org/keppelacademy>

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



Keppel Union School District

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District Governing Board

Dominique Ballante
President

Georgia Halliman
Vice President

Theresa McCafferty
Clerk

Jannie Dutton

School Description

I am very pleased you have taken the time to learn about Keppel Academy through our SARC report. As a staff, we are very much committed to having open communication with the community. If there is any information in this report you have further questions about, please do not hesitate to contact the school.

Sincerely,

Gary Schatz, Principal

Almondale School was originally founded in 1959 and remained in operation until 2010 when it was closed. Starting in August of 2010, Keppel Academy reopened in its place. The school now serves students in grades 5 – 8. Keppel Academy is the only middle school in our K – 8 district that occupies over 240 square miles in the high desert, north of Los Angeles and east of Palmdale. The area is mostly rural and encompasses the communities of Pearblossom, Littlerock, Llano, Lake Los Angeles, and Sun Village. Keppel Academy serves approximately 320 fifth through eighth grade students.

The 2010-2011 school year signified a great deal of accomplishment for Keppel Academy's staff and students. For the second consecutive year, Keppel Academy experienced growth in their API. The school gained 127 points. Out of the 5,000+ schools in California, only 30 experienced triple digit growth. This growth in the API was accompanied by a growth in AYP. Keppel Academy made all of its safe harbor growth targets, meaning the school froze in its PI status.

The 2011-2012 school year signified yet another set of accomplishments for Keppel Academy. The school once again achieved a triple digit API growth. The school earned a growth of 112 points making its two year growth 239 points. With a net API of 872, Keppel Academy has the highest API of any middle school in the entire Antelope Valley area and has the fourth highest API overall. Additionally, the independent website Great Schools.org has identified Keppel Academy as the most improved middle school in the entire state of California.

The 2012-2013 school year represented a small set back in the history of Keppel Academy. The school dropped in its API, however it has still grown a net of over 200 API points since the creation of the school. The CST has sunset, so there was not a 2013-2014 API report. Keppel Academy is currently teaching the new Common Core State Standards and preparing for the Smarter Balanced Assessment so that we can continue moving forward.

This growth and success can be attributed to many things. One of the major contributing factors is the strength and commitment of the teachers here at Keppel Academy. They not only teach at a very high level but they also are committed to improvement. Another factor contributing to the school's success is the willingness of every staff member to connect with kids. This can be seen in the classrooms but also through after school experiences designed and implemented by the teaching core. Examples of these activities are Journalism, Drama, Leadership Club, iPad Club, and sports teams.

Keppel Academy has room for increased and continued growth. The encouraging reality is that we are focused on that goal. We want our school to truly work to meet students' varied educational and social needs each and every day. The mission of Keppel Academy is to prepare all for success.

Keppel Academy's Vision is we are a school that will educate the whole child: academically, personally, emotionally, physically, creatively, and socially. This education will develop our children to become respectful, collaborative, critical thinkers taking responsibility for their own learning. Success will come with the involvement of all stakeholders; between and among students, staff, parents, and community. Accountability to this success will be shared by all.

Keppel Academy is proud to have earned the prestigious CA Gold Ribbon, PBIS Gold Medal, and AVID Highly Certified School awards.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 55 |
| Grade 1 | 45 |
| Grade 2 | 71 |
| Grade 3 | 46 |
| Grade 4 | 68 |
| Grade 5 | 58 |
| Grade 6 | 65 |
| Grade 7 | 61 |
| Grade 8 | 63 |
| Total Enrollment | 532 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.3 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.2 |
| Hispanic or Latino | 73.7 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 16 |
| Two or More Races | 0.9 |
| Socioeconomically Disadvantaged | 97.4 |
| English Learners | 22.6 |
| Students with Disabilities | 15.8 |
| Foster Youth | 2.3 |
| Homeless | 1.5 |

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 for Keppel Academy | 17-18 | 18-19 | 19-20 |
|---------------------------------------------|-------|-------|-------|
| With Full Credential | 14 | 15 | 11 |
| Without Full Credential | 0 | 1 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Keppel Union School | 17-18 | 18-19 | 19-20 |
|---------------------------------------------|-------|-------|-------|
| With Full Credential | ◆ | ◆ | 111 |
| Without Full Credential | ◆ | ◆ | 13 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Keppel Academy

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading/Language Arts | <p>All students, including English Language Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. The textbooks used are Grade TK- Big Day for PreK; ; Grades K-5 – Reach for Reading by National Geographic. Adoption Date: 2017 Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p> |
| Mathematics | <p>All students, including English Language Learners, were provided state-adopted and standards- aligned textbooks and/or instructional materials. The textbooks used are: Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p> |
| Science | <p>All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The textbooks used in grades K-6 are Harcourt School Publishers California Science Series and Glencoe/McGraw -Hill California Science Series “Focus on Life” in grade 7 and “Focus on Physical Science” in the 8th grade. Adoption date was 2006.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p> |
| History-Social Science | <p>All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The textbooks that are used for grades K through 6 are Houghton Mifflin’s “History- Social Science” and McDougal Little “World History” in grades 7 and “Creating America” for 8th grade. Adoption date was 2004.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p> |
| Foreign Language | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: 0.0</p> |
| Health | <p>All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. K – 6th grades use the Health and Wellness series by MacMillan/McGraw Hill Publishing and “Decisions for Health” by Holt, Rinehart and Winston are used in the 7th and 8th grades. Adoption date was 2005.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p> |
| Visual and Performing Arts | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: 0.0</p> |
| Science Laboratory Equipment | <p>N/A</p> <p>Percent of students lacking their own assigned textbook: 0.0</p> |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff work together and are proud of their campus. Benches and green spaces have been obtained throughout a combination of community donations, district maintenance, and student efforts.

Regular maintenance and upgrading has resulted in buildings and grounds that are clean, free of litter and attractive. Since Keppel Academy was built as an elementary school campus, many additions have been provided to accommodate middle school programs:

- Track and field facilities
- Dedicated computer/media center
- Dedicated library

School staff regularly supervise students before, during and after school. Recreational Aides are on campus to assist with resolving disputes and supervising the students on campus.

All school sites are maintained in a manner that assures that it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

Keppel Academy has one (1) day custodian, one (1) evening custodian and one (1) groundskeeper. Restrooms are cleaned daily as is the nurse's office. All other offices and classrooms are cleaned every other day. Carpets are cleaned routinely and by special request. Preventative maintenance and additional services are performed by work order request.

Keppel Academy was inspected by personnel of our Maintenance and Operations Department on January, 2020. The Los Angeles County Office of Education Facility Inspection Tool(FIT) was used for the inspection. Keppel Academy received an Average Percentage of 100% and a School Rating of "Good" for 8 categories.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|----------------------------------------------------------------------------|---------------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No repairs needed. |
| Interior: Interior Surfaces | Good | No repairs needed. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No repairs needed. |
| Electrical: Electrical | Good | No repairs needed. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No repairs needed. |
| Safety: Fire Safety, Hazardous Materials | Good | No repairs needed. |
| Structural: Structural Damage, Roofs | Good | No repairs needed. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No repairs needed. |
| Overall Rating | Good | |

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 31 | 29 | 33 | 34 | 50 | 50 |
| Math | 22 | 22 | 25 | 23 | 38 | 39 |

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 341 | 336 | 98.53 | 28.57 |
| Male | 159 | 155 | 97.48 | 23.87 |
| Female | 182 | 181 | 99.45 | 32.60 |
| Black or African American | 27 | 23 | 85.19 | 8.70 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 256 | 255 | 99.61 | 28.63 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 52 | 52 | 100.00 | 36.54 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 336 | 331 | 98.51 | 28.10 |
| English Learners | 127 | 127 | 100.00 | 23.62 |
| Students with Disabilities | 48 | 46 | 95.83 | 6.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | 9 | 75.00 | 25.00 |

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: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 18.2 | 12.7 | |
| 7 | 18.5 | 22.2 | 29.6 |

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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 342 | 337 | 98.54 | 21.66 |
| Male | 160 | 156 | 97.50 | 20.51 |
| Female | 182 | 181 | 99.45 | 22.65 |
| Black or African American | 28 | 24 | 85.71 | 8.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 256 | 255 | 99.61 | 21.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 52 | 52 | 100.00 | 26.92 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 337 | 332 | 98.52 | 21.39 |
| English Learners | 127 | 127 | 100.00 | 18.90 |
| Students with Disabilities | 49 | 47 | 95.92 | 6.38 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | 9 | 75.00 | 25.00 |

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.

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)

Contact Person: Cindy Taylor Contact Number: 661/944-2152

Organized Opportunities: SSC, ELAC, and PTO.

Each of these parent groups have slightly different legal requirements as to some of the specific responsibilities to be addressed at their meetings, but what they all have in common is a commitment to assisting the school to find continued improvement and success.

School Site Council's (SSC) main job is to assist the principal in using federal categorical funds to advance the school's instructional program. The English Learners Advisory Council's (ELAC) main purpose is to advise the principal on any and all matters related to the instruction of English language development in the school. The Parent Teacher Organization (PTO) is a booster organization designed to raise funds to be used to support the school in areas of need.

Meeting dates for the 2018-2019 school year are:

PTO – 3rd Monday of every month. Meetings are from 2:30 to 3:30pm.

SSC – 4th Thursday of every month. Meetings are from 2:30 to 3:30pm.

ELAC – 2nd Wednesday of every month. Meetings are from 9:00 to 10:30 am.

These dates and times are communicated through the on-line calendar located on our school web page and Ed Connect phone messages.

In addition to Back to School Night and Open House, we have three AVID parent nights that brings our community together with Keppel Academy, in addition to our Drama Club putting on a play performance every year.

Parents are also highly encouraged to participate in district-directed programs such as Family Academy, DELAC, Project to Inspire, as well as English or Spanish classes for parents.

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.

School Safety Plan

A safety plan is reviewed and updated yearly at the beginning of each school year. Keppel Academy practices strong campus security. Gates remain locked during the school day to ensure student and staff safety. Parents and visitors must check in at the office and receive a visitor's pass before entering campus. District and school safety committees inspect the campus on a regular basis, report problems and follow through with concerns. Students and staff take part in frequent fire, earthquake, and lock-down drills to ensure preparedness in the event of an emergency. Our safety plan includes safety guidelines and standards, as well as rules and programs to ensure proper conduct that supports health and safety.

In order to maintain a safe and orderly environment, Keppel Academy has implemented a positive behavior intervention support system (PBIS). K.A. is making progress in correcting negative behaviors and also recognizing positive behaviors. The behavioral expectations at Keppel Academy are based on the following statement, "Keppel Academy is a safe community that promotes respect and responsibility of all Cobra family members." With this in mind, our staff has developed the following school wide expectations based on the fact that COBRAs Care:

Care for our school

On time and prepared

Be safe

Respect everyone

Accountable to all

One of the unique elements of Keppel Academy's PBIS system is the "Academy Award". This is a positive behavior referral that is issued by any staff member to any student who shows exemplary behavior. Upon referral, the office staff makes a big deal out of the distinction with the students, gives each student a Wall of Fame card, enters their name for a monthly PBIS grade level drawing, and the principal makes a phone call home to inform the parent of the honor.

In addition, Keppel Academy has implemented positive behavior charts which are used to monitor student behaviors. This is for students with more serious behavior struggles. They will have a daily behavior goal monitored by all classroom teachers with the goal of positively reinforcing success and counseling/teaching through difficult moments. The most recent School Safety Plan was Board Adopted. This plan is discussed and reviewed with school staff.. We will do a monthly school-wide drill consisting of either an earthquake drill, fire drill, lock-down drill, and also a chemical spill drill. We discuss School Safety at our monthly School Site Council meetings, PBIS Team meetings, ELAC Meetings, and school staff meetings.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------------|---------|---------|---------|
| Suspensions Rate | 3.7 | 3.0 | 2.2 |
| Expulsions Rate | 0.0 | 0.2 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------------------|---------|---------|---------|
| Suspensions Rate | 2.7 | 2.5 | 3.3 |
| Expulsions Rate | 0.0 | 0.1 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|------------------------------------------|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|-----------------------------------------------------|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 4.5 |
| Other | |

*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 Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 29 | | 2 | | 20 | 2 | | | 21 | 1 | 2 | |
| 1 | 17 | 2 | | | 21 | 1 | 2 | | 22 | | 2 | |
| 2 | 24 | | 3 | | 19 | 2 | | | 22 | | 3 | |
| 3 | 20 | 3 | | | 23 | | 3 | | 22 | | 2 | |
| 4 | 25 | | 2 | | 29 | | 2 | | 34 | | | 2 |
| 5 | 27 | | 2 | | 29 | | 2 | | 29 | | 2 | |
| 6 | 28 | | 2 | | 33 | | 1 | 1 | 23 | 1 | 2 | |
| 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.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 days | 4 days | 4 days |

Major focus areas selected in a combination of different data. Professional Development targets areas such as: Common Core State Standards; district data, input from the Professional Development Committee (composed of teachers from different student sub-groups such as ELs, Sp.Ed., K-2, 3-5 or 6-8, intervention teachers, LCAP feedback, etc.) Based on a review of these measures, the district concentrated on: 2017-2018 Special Education (IEPs, assessment, procedures, minutes, state testing, etc.); 2018-2019 the focus was on Review of SPSAs and alignment to current school needs as well as Inquiry Based Instruction; 2019-2020 focus includes classroom management and common core support via i-Read, i-Ready, HMH and other programs the district utilizes.

Instructional aides also participate in the training. Two days of professional development is offered district-wide before the start of the school year or as identified within the school year along with built in collaboration days. As a district, teachers are meeting in grade level meetings to review current program functions, review data, do Professional Development on DOK (Depth of Knowledge), calibration of performance tasks and reviewing pedagogical trends to enhance their teaching. A cohort of teachers also participated in a Literacy Program through USC to gain knowledge of how to further support

struggling readers district wide and offer training to both certificated and classified staff to support all students district wide. District-wide grade level meetings also occur (2017-2018 2 days; 2018-2019 2 days; 2019-2020 3 days).

The Teacher Support Program provides continual professional development and on going support for teachers (mentees) in the Induction Program. Mentees attend regularly seminars built around the CSTP. This PD include content on classroom management, engagement, assessment, effective learning environments, and instructional planning. This PD IS designed to address both just in time solutions to support immediate mentee need and long term growth outcomes. An Individual Learning Plan is used to record goals and track progress towards goal completion. The Induction Coordinator meets with Mentees periodically to discuss program progress and needed supports and also conducts regular observations, providing same day feedback. Mentors meet periodically with the Induction Coordinator for ongoing training in mentoring best practices and Adult Learning Theory.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$43,014 | \$49,378 |
| Mid-Range Teacher Salary | \$77,526 | \$77,190 |
| Highest Teacher Salary | \$98,959 | \$96,607 |
| Average Principal Salary (ES) | \$112,754 | \$122,074 |
| Average Principal Salary (MS) | \$0 | \$126,560 |
| Average Principal Salary (HS) | \$0 | \$126,920 |
| Superintendent Salary | \$162,000 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|----------------------------------------------|
| Teacher Salaries | 32% | 36% |
| Administrative Salaries | 5% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 4503933 | 3347 | 9784 | 99467 |
| District | N/A | N/A | 13131 | \$76,527.00 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -29.2 | 26.1 |
| School Site/ State | 26.3 | 24.7 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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.