

# Brentwood Academy

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

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

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

### Cheryl Ousley

 Principal, Brentwood Academy

#### About Our School

At Brentwood Academy we promote excellence in all of our students and we take pride in our community. We share a common belief that all of our students have the ability to achieve at high academic levels. I invite you to explore Brentwood's Annual School Accountability Report Card, which provides information about our highly qualified teaching staff, innovative instructional programs (Makerspace, Music, Art), school safety and academic achievement.

Brentwood Academy is dedicated to the academic and social development of each student on campus. We "empower the young minds." Our students are leaders in the classroom, on the playground, and in their community. Students work hard in class, engage in academic discussions, and promote a sense of pride. Our exceptional team of teachers and staff are highly qualified and promote excellence on a daily basis. The teachers and staff participate in regular professional development and engage in collaboration to stay abreast of the best instructional practices and ways to differentiate for their students. It is an honor to work with such talented individuals who believe in our Brentwood scholars.

Sincerely,

Cheryl Ousley

#### Principal's Comment

Cheryl Ousley, Principal

#### Contact

*Brentwood Academy  
2086 Clarke Ave.  
East Palo Alto, CA 94303*

*Phone: 650-329-2881  
Email: [cousley@ravenswoodschools.org](mailto:cousley@ravenswoodschools.org)*



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Ravenswood City Elementary
<b>Phone Number</b>	(650) 329-2800
<b>Superintendent</b>	Gina Sudaria
<b>Email Address</b>	<a href="mailto:gsudaria@ravenswoodschools.org">gsudaria@ravenswoodschools.org</a>
<b>Website</b>	<a href="http://www.ravenswoodschools.org">www.ravenswoodschools.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Brentwood Academy
<b>Street</b>	2086 Clarke Ave.
<b>City, State, Zip</b>	East Palo Alto, Ca, 94303
<b>Phone Number</b>	650-329-2881
<b>Principal</b>	Cheryl Ousley
<b>Email Address</b>	<a href="mailto:cousley@ravenswoodschools.org">cousley@ravenswoodschools.org</a>
<b>Website</b>	<a href="http://www.ravenswoodschools.org">www.ravenswoodschools.org</a>
<b>County-District-School (CDS) Code</b>	41689996044333

*Last updated: 12/20/2019*

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

#### **Brentwood Academy Mission Statement**

The mission of Brentwood Academy is to empower the young minds of East Palo Alto through quality instruction and community outreach to create life-long learners.

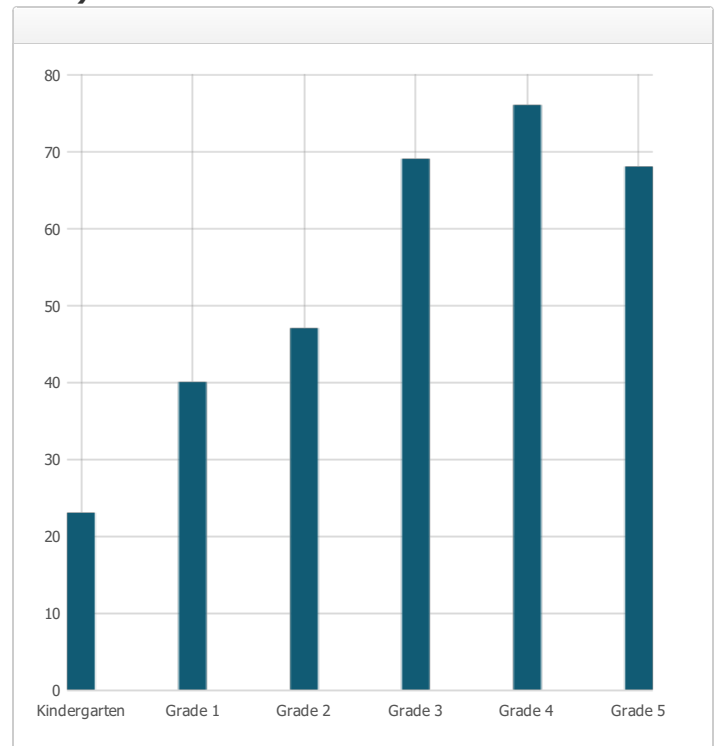
#### **Brentwood Academy Description**

Brentwood Academy serves approximately 323 Kindergarten through 5th grade students in 14 classrooms. We have a diverse and inclusive community. All Brentwood students participate in a core English Language Arts, Math, Social Studies, and Science program. All students are also taught Visual Art and Music by credentialed specialists in those content areas. Grade level teams collaborate weekly to discuss lessons, academic data, and behavioral data to best meet the needs of each student in every class. Interventions are put in place for students who need extra support. Instruction is designed to meet the needs of all students. The staff is committed to providing a safe and welcoming campus to students and parents. Committees have been created to meet this goal. Staff are involved in the following committees: Family Engagement, Positive Behavior and Intervention Support, Academic and Fundraising. Parents participate in Brentwood's School Site Council and English Language Advisory Committee. There are also family events planned to engage both students and parents. Some examples of our family nights are the Fall and Spring carnival, Winter Concert. The Brentwood staff believes in building community through positive engagement. There are school-wide incentive programs for academics, attendance, and behavior. Students are recognized for success in these areas both individually and as a class. Each morning the school meets for our Morning Assembly to start the day together with a common message. Directly following the Morning Assembly each class participates in a Morning Meeting in which each student is greeted by name and is given the opportunity to share. At that time the schedule for the day is reviewed and a behavior lesson plan is taught. Each Friday the school community gathers in the cafeteria to recognize student achievement and sing together.

*Last updated: 12/20/2019*

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

Grade Level	Number of Students
Kindergarten	23
Grade 1	40
Grade 2	47
Grade 3	69
Grade 4	76
Grade 5	68
Total Enrollment	323



*Last updated: 12/20/2019*

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

Student Group	Percent of Total Enrollment
Black or African American	7.00 %
American Indian or Alaska Native	0.00 %
Asian	0.00 %
Filipino	0.00 %
Hispanic or Latino	79.00 %
Native Hawaiian or Pacific Islander	13.00 %
White	1.00 %
Two or More Races	1.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.30 %
English Learners	49.39 %
Students with Disabilities	14.00 %
Foster Youth	0.07 %
Homeless	35.00 %

## A. Conditions of Learning

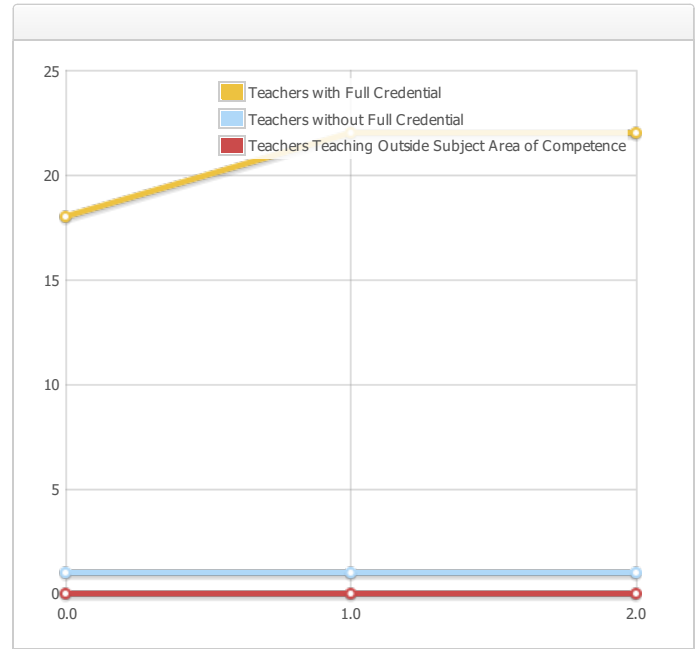
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

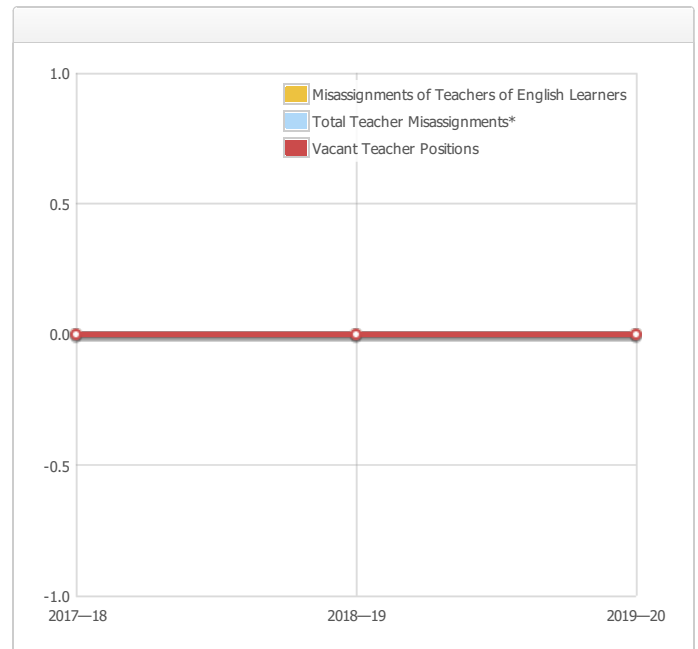
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	18	22	22	110
Without Full Credential	1	1	1	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 ELA: Booksource, "Leveled Book Sets," 2015 TK-5 ELD: Hameray, "Oral Language Development Series," 2014	Yes	0.00 %
Mathematics	TK-5: Pearson, "Investigations," 2017	Yes	0.00 %
Science	TK-5: MacMillan/McGraw Hill, "California Science," 2008	Yes	0.00 %
History-Social Science	TK-5: Scott Foresman, "CA Social Studies," 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

## School Facility Conditions and Planned Improvements

Brentwood is a clean, well maintained older school campus. Landscaping, murals and colorful play areas make the school feel welcoming for students, staff and parents. There is a new principal on site who is also new to the district. Site and district staff working together can address areas of high storage, electrical issues with daisy-chains and plug in diffusers, blocked HVAC's and bathroom maintenance. Many of the classrooms do not have automatic closers or safety locks on their backdoors. New locks have been ordered and are scheduled to be installed in the next few months. KIPP Charter School has substantially increased the number of classrooms they are occupying on the site. The District and KIPP have not finalized the MOU which will determine the responsibilities and obligations of both entities.

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE = 95.53%

SCHOOL RATING= GOOD

*Last updated: 1/10/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 14: Items blocking vent not allowing a 3' clearance. Items moved Room 19: Items blocking vent not allowing a 3' clearance. Items moved Room 22: Items blocking vent not allowing a 3' clearance. Items moved Room 25: Items blocking vent not allowing a 3' clearance. Items moved
<b>Interior:</b> Interior Surfaces	Good	Gym/Cafeteria: Several ceiling tiles loose and/or missing. Maintenance will repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Boys bathroom by room 18: needs to be deep cleaned, smells of urine. Soap dispensers need to be replaced. Custodian was instructed to thoroughly clean restroom. Maintenance replaced soap dispensers.  Storage by custodian closet: Crowded and unorganized. Room was used to collect items from rooms needing to be emptied to turn over to the Charter school. Principal to have items sorted out and have staff organize the room.  Room 23: Room had "stuff" piled on floor in the back. Principal to direct teacher to organize and add secured shelving.
<b>Electrical:</b> Electrical	Fair	In Admin. Office: Copier on top of a refrigerator. Admin staff moved copier to a counter.  Gym/Cafeteria: One light is out. Maintenance replaced  Room 19: Daisy-chain of electrical cords. Unplugged and removed, teacher to request proper multi outlet extensions cord from Maintenance if needed.  Room 22: Teacher had plug-in diffuser. Unplugged and asked teacher to take home.  Room 24: Daisy-chain of electrical cords. Unplugged and removed, teacher to request proper multi outlet extensions cord from Maintenance if needed.  Room 25: Daisy-chain of electrical cords. Unplugged and removed, teacher to request proper multi outlet extensions cord from Maintenance if needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Men's staff Restroom: Needs cleaning. Instructed custodian to prioritize cleaning of restrooms for sanitary reasons.  Room 15: Faucet need filter. Maintenance to repair.  Boys Bathroom by 17: No soap dispensers. Maintenance to replace.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Computer storage room: storing expired fire extinguisher. Maintenance to pickup and store for servicing.

Room 12: High storage of globe. Brought down and asked teacher to place on a lower shelf.

Room 19: HVAC blocked not allowing 3' of clearance. Items were moved. Daisy-chaining of electrical cords. Unplugged and teacher asked to not use and find other arrangement to plug in or request a multi outlet extension cord from Maintenance.

Room 20: High storage of items. Teacher to reorganize on lower shelves.

Room 22: Heavy items on top of shelves. Items moved down.

<b>Structural:</b> Structural Damage, Roofs	Good	Eating Area/Canopy: Tables need to be sanded and repainted. Maintenance to repair.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	no items noted

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/10/2020*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	27.0%	16.0%	24.0%	18.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	19.0%	11.0%	15.0%	12.0%	38.0%	39.0%

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

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

*Last updated: 1/4/2020*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	219	93.99%	6.01%	16.44%
Male	130	121	93.08%	6.92%	15.70%
Female	103	98	95.15%	4.85%	17.35%
Black or African American	15	15	100.00%	0.00%	13.33%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	180	167	92.78%	7.22%	16.17%
Native Hawaiian or Pacific Islander	32	32	100.00%	0.00%	15.63%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	224	211	94.20%	5.80%	16.11%
English Learners	177	164	92.66%	7.34%	17.07%
Students with Disabilities	25	24	96.00%	4.00%	4.17%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	127	117	92.10%	7.87%	11.11%

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: 1/4/2020*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	232	99.57%	0.43%	10.78%
Male	130	129	99.23%	0.77%	10.85%
Female	103	103	100.00%	0.00%	10.68%
Black or African American	15	15	100.00%	0.00%	6.67%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	180	179	99.44%	0.56%	10.06%
Native Hawaiian or Pacific Islander	32	32	100.00%	0.00%	9.38%
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	224	223	99.55%	0.45%	10.76%
English Learners	177	177	100.00%	0.00%	10.17%
Students with Disabilities	25	24	96.00%	4.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	127	127	100.00%	0.00%	10.23%

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: 1/4/2020*

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

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

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

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

*Last updated: 1/4/2020*

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

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

*Last updated: 1/13/2020*

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

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

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.00%	3.00%	0.00%

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

*Last updated: 1/4/2020*

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019—20)

Family support and involvement are key elements in the academic success of our students. In addition, the staff would greatly appreciate your gift of time and talent during the coming year. The following volunteer opportunities offer flexible, interesting, and fun ways to contribute to the Brentwood community. A parent may serve as a presenter, field trip chaperone, classroom assistant, special event coordinator, fundraiser coordinator, library organizer, office assistant, advisory office assistant, etc. Regular volunteers (more than 3 times) will be asked to complete a volunteer packet which includes fingerprints and a current TB test. Parents can contact the school office for more information at (650)329-2881.

# State Priority: Pupil Engagement

*Last updated: 12/20/2019*

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

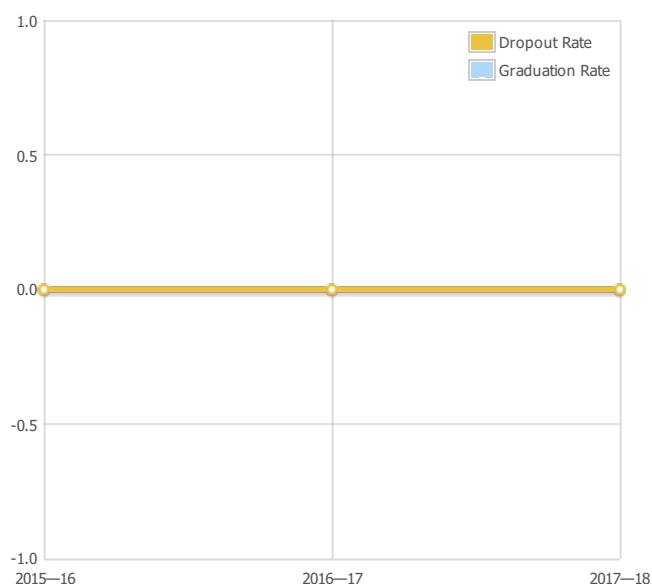
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	19.40%	9.10%	9.60%
Graduation Rate	--	--	67.60%	75.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 12/20/2019*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.90%	0.40%	5.00%	5.50%	3.80%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/8/2020*

## School Safety Plan (School Year 2019—20)

Brentwood's Comprehensive Emergency Safety plan was last annually reviewed, updated and discussed with SSC/ELAC on October 1, 2019.

Brentwood Academy uses a positive behavior intervention support system. It provides Tier 1 supports like instruction for procedures throughout the school, student recognition, and token economy. It provides tier 2 supports like social skills groups and group counseling. It also provides tier 3 supports like a behavior support plan and individual counseling. Student success teams (SSTs) and Individualized Education Plans (IEPs) can provide additional strategies and supports to students.

The school partners with [CASSY / San Mateo Children Family Services / Star Vista] for mental health services. Mental health providers meet with students in groups or one-on-one for typically 12-week cycles. Parents, students, or staff can make referrals for mental health services on campus. The mental health provider regularly meets with school administration. Additionally, the school can refer families to local agencies like Children's Health Council for more support.

Brentwood Academy uses the San Mateo County Threat Assessment process on any student who has demonstrated concerning behavior that may be interpreted as violent or aggressive towards an individual or school. The administration and mental health provider will complete the level 1 and if necessary level 2 procedures when discussing the concerning behavior and subject.

Based on data analysis, the School Safety Planning Committee identified two safety-related goals for this school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate:

**Brentwood Academy will assure a safe respectful, responsible, and emotionally nurturing environment to promote positive social development and academic success.**

PBIS School-wide Expectations: Be Safe, Be Respectful and Be Responsible. This will be achieved through Behavior Lesson Plans, Office Referrals, Parent Communication, Think/Reflection Sheets, Core Values, PBIS Team, Principal, Campus Relations, Leadership Team, Morning Assembly, Survey, SWIS Data.

**Brentwood Academy will improve the internal and external security of campus to assure a safe physical environment.** This will be achieved through Safety Drills, Visitors sign-in

Students, staff and parents will be made aware of the School-wide Safety Plan in case of an emergency through staff meetings, parent communication and regular practice drills, Issue Staff and Visitor parking passes, Supervise entrances and exits to campus, Supervise drop-off and pick-up, New Sign's, cones, Big 5 Staff, Student and Parent Safety Packet, Drill Schedule, Walkie Talkie, Bull Horn, Monthly Drills and practice.

*Last updated: 12/20/2019*

## 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.

### 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	23.50		4	
1	21.75		4	
2	17.25		4	
3	22.25		4	
4	23.67		3	
5	29.00		3	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	23.30		3	
2	21.67		3	
3	24.00		3	
4	30.00		2	
5	31.00		3	
6				
Other**	24.00		1	

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.50		2	
1	23.00		2	
2	23.67		3	
3	20.67		3	
4	30.50		2	
5	31.20		3	
6				
Other**	24.00		1	

\* 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.

Last updated: 1/8/2020

**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>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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: 12/20/2019*

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

<b>Title</b>	<b>Ratio**</b>
Counselors*	0.14

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

\*\*Average Number of Pupils per Counselor

*Last updated: 1/6/2020*

**Student Support Services Staff (School Year 2018—19)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.33
Social Worker	
Nurse	0.29
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
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.

*Last updated: 1/6/2020*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8479.00	\$2662.00	\$5816.00	\$66491.00
District	N/A	N/A	\$9229.00	\$69622.00
Percent Difference – School Site and District	N/A	N/A	-45.37%	-4.60%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-25.38%	-15.44%

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

*Last updated: 1/13/2020*

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

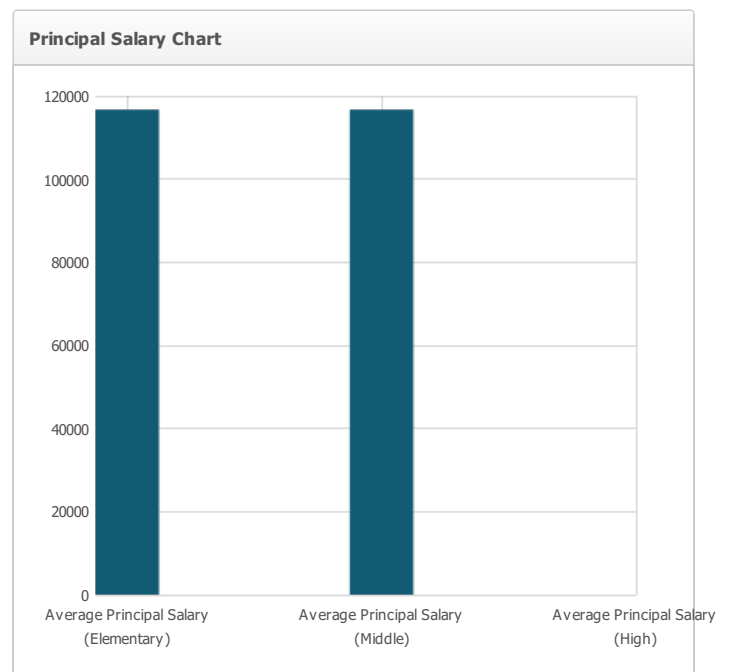
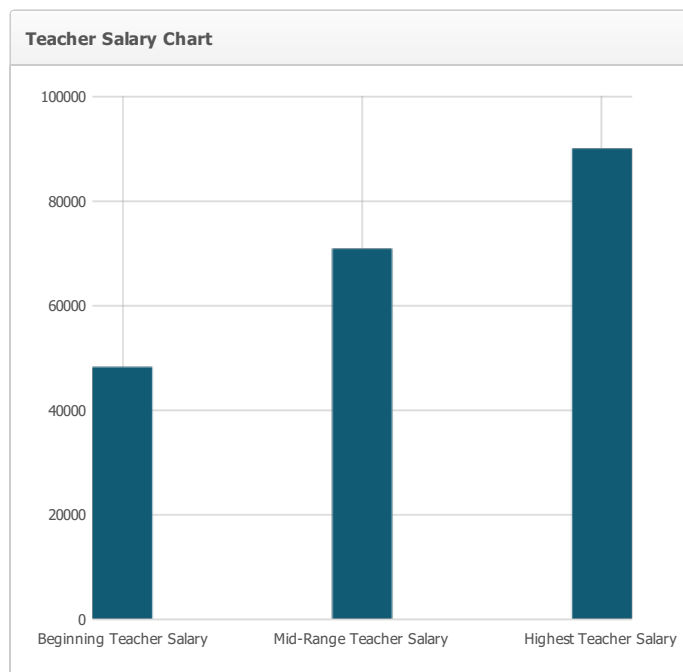
- Fully Credentialed classroom teachers
- 2 TOSA's who supports literacy instruction and coaching
- Reading Recover Teachers
- Special Education Support
- Curriculum textbooks and materials for all students for math, science, language arts and social studies
- 1/1 computer access for 3rd - 5th grade
- 6 ipads for all classrooms K - 2nd
- 1 computer lab for all students
- Music and Art specials for all students
- Playworks recess and leadership education
- Access to a school library
- New Teacher Center trained coaches for teachers
- Makerspace
- All Students Matter Volunteers

*Last updated: 12/20/2019*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,158	\$49,378
Mid-Range Teacher Salary	\$70,809	\$77,190
Highest Teacher Salary	\$89,971	\$96,607
Average Principal Salary (Elementary)	\$116,715	\$122,074
Average Principal Salary (Middle)	\$116,715	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$192,814	\$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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



*Last updated: 1/6/2020*

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

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

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

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

*Last updated: 12/20/2019*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	8.3

*Last updated: 1/13/2020*