



Dr. Doug Sears Learning Center

9229 Pentland Street • Temple City, CA 91780 • (626) 548-5113 • Grades 9-12

Robert Westgate, Principal

bwestgate@tcusd.net

<https://www.tcusd.net/DDSLC>

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



Temple City Unified School District

9700 Las Tunas Dr.
Temple City, CA 91780
(626) 548-5000
<https://www.tcusd.net>

District Governing Board

Donna Georgino
President

Dr. Michael Lin
Vice President

Melissa Espinoza
Clerk

Kenneth Knollenberg
Member

Matt Smith
Member

District Administration

Dr. Kimberly Fricker
Superintendent

Dr. Monica Makiewicz
**Associate Superintendent,
Personnel Services**

Marianne Sarrail
Chief Business Officer

Dr. Joshua Porter
**Assistant Superintendent,
Educational Services**

Vision

To empower students to become productive citizens by developing the skills necessary to promote self worth, independence, knowledge and the creativity necessary to adapt to a world of accelerating change within a safe, secure and supportive environment.

Mission

The Dr. Doug Sears Learning Center is designed to give students an opportunity to complete their high school education in an alternative setting, becoming productive citizens and lifelong learners. The program is non-traditional, self paced and utilizes authentic assessment to create a life skills learning experience which assumes more of students, school, home and community interaction.

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.

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
Grade 11	6
Grade 12	16
Total Enrollment	22

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	13.6
Hispanic or Latino	72.7
White	13.6
Socioeconomically Disadvantaged	72.7
English Learners	9.1
Students with Disabilities	27.3
Homeless	4.5

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 Dr. Doug Sears	17-18	18-19	19-20
With Full Credential	4	4	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	◆	◆	247
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at Dr. Doug Sears Learning Center

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	1

* 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)

Temple City Unified School District adopts textbooks on a regular schedule. These state approved adopted text books are supplied for each student to ensure students have access to curriculum to support their learning.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The Language of Literature, McDougal Littell/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra Readiness V 1, Holt/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science Biology: Biology, Prentice Hall/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Earth Science: Earth Science, California Edition; Pearson Prentice Hall/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The DDSLC finished initial construction in early September 1993. Recent renovations to the administration office and addition of a classroom and counseling office were completed with local bond money. The school consists of five portable classrooms and an administration and counseling office. The school is clean and in excellent condition. A 0.5 full-time equivalent custodian maintains an outstanding cleaning regimen to provide a safe and secure learning environment. Maintenance repairs are reported through an electronic work-order system, which is prioritized and addressed by the Facilities and Main-tenance Department.

The principal also conducts daily safety site walks. Student safety is a top priority for the DDSLC. Once students enter the campus, after first period, the school gates are locked and the only entry point is through the administration office. Certificated and classified staff members provide continual supervision throughout the course of the day. A camera surveillance system is also in place as well as adequate lighting for onsite evening classes. The district funds a campus supervisor for the evening classes. Students must sign out of school with a parent or guardian, and we do not allow visitors on campus without staff approval. The School Site Council annually updates the school safety plan and the district works with sites on the development and implementation of school emergency plans.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary Good	100%

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	13	40	68	71	50	50
Math	0	7	67	68	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.

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.

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	15	15	100.00	40.00
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	18.18
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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			

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	14	14	100.00	7.14
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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)

The Dr. Doug Sears Learning Center prides itself on its wonderful relationships with the families and community that make up our wonderful school. Parents are encouraged to attend the regular school events like Back-to-School Night, Open House, Parent Conferences. We also encourage parents to volunteer at the school whenever possible. We also pride ourselves on the constant communication that have with our parents through phone calls, emails, our website, flyers, and home visits.

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

The Dr. Doug Sears Learning Center takes safety very seriously. Each year we, as a staff, review the procedures in the school's Comprehensive Safety Plan. Input from stakeholders is collected and the entire plan is shared with the staff, school site council, as well as the District Office. Input from local law enforcement is gathered to ensure that our safety plan is as complete as possible. Starting in August of each year, the staff reviews the procedures in the safety plan, making modifications as needed. The plan is completed and reviewed as a whole in October.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.9	2.1	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	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*	22.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	4			8	3			7	3		
Mathematics	2	6			2	7			2	3		
Science	3	5			3	4			5	1		
Social Science	4	5			7	5			5	5		

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

At the Dr. Doug Sears Learning Center, student data are collected and reviewed in order to determine the best ways to service our students. Currently our focus is on improving student achievement through the use of technology and improving student behavior through the use of a PBIS system. Staff development is provided on site, through the district, conferences, professional learning communities, and professional organizations.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,736	\$49,084
Mid-Range Teacher Salary	\$80,323	\$76,091
Highest Teacher Salary	\$98,443	\$95,728
Average Principal Salary (ES)	\$118,048	\$118,990
Average Principal Salary (MS)	\$124,779	\$125,674
Average Principal Salary (HS)	\$139,188	\$137,589
Superintendent Salary	\$225,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

The Dr. Doug Sears Learning Center works tirelessly to help our students succeed. Through the use of Special Educational services, counseling, and the Federal Free and Reduced-Price School Meals program we strive to help our students on the road to success.

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

Rate for Dr. Doug Sears Learning	2015-16	2016-17	2017-18
Dropout Rate	6.3	4.5	18.8
Graduation Rate	81.3	81.8	68.8

Rate for Temple City Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.6	1.2	2.5
Graduation Rate	97.7	96.3	95.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

The Dr. Doug Sears Learning Center is in the process of creating and implementing Career Technical Education programs for our students.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$18,096.76	\$552.59	\$17,544.17	\$78,047
District	N/A	N/A	\$7957.88	\$82,908.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	75.2	-6.0
School Site/ State	80.1	0.0

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.

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
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

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