

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

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Contact Information (School Year 2018—19)

District Contact Information (School Year 2018 19)	
District Name	Lake County Office of Education
Phone Number	(707) 262-4100
Superintendent	Brock Falkenberg
E-mail Address	bfalkenberg@lakecoe.org
Web Site	http://www.lake-coe.k12.ca.us

School Contact Information (School Year 2018 19)	
School Name	Lloyd Hance Community
Street	1510 Argonaut Rd.
City, State, Zip	Lakeport, Ca, 95453-9361
Phone Number	707-262-4158
Principal	Lynda Nichols, Senior Director, School Support
E-mail Address	lnichols@lakecoe.org
Web Site	http://www.lake-coe.k12.ca.us
County-District-School (CDS) Code	17101731730167

Last updated: 1/30/2019

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

Lloyd P. Hance Community School provides an alternative learning environment for middle and high school students (grades 7-12) who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or in the community. The program serves students who have been expelled from school, identified as habitually truant by a Student Attendance Review Board, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The emphasis of the program is to reestablish the educational direction of students and to transition them to a regular school setting or other learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

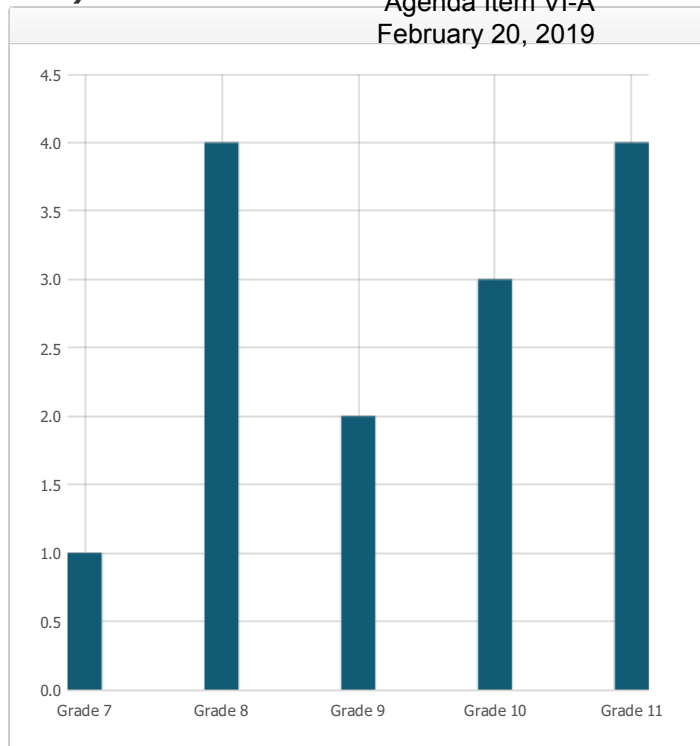
Independent Study is another option available to students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting.

Last updated: 1/30/2019

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

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	2
Grade 10	3
Grade 11	4
Total Enrollment	14

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	14.3 %
Asian	%
Filipino	%
Hispanic or Latino	28.6 %
Native Hawaiian or Pacific Islander	%
White	42.9 %
Two or More Races	7.1 %
Other	7.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.6 %
English Learners	7.1 %
Students with Disabilities	21.4 %
Foster Youth	7.1 %

A. Conditions of Learning

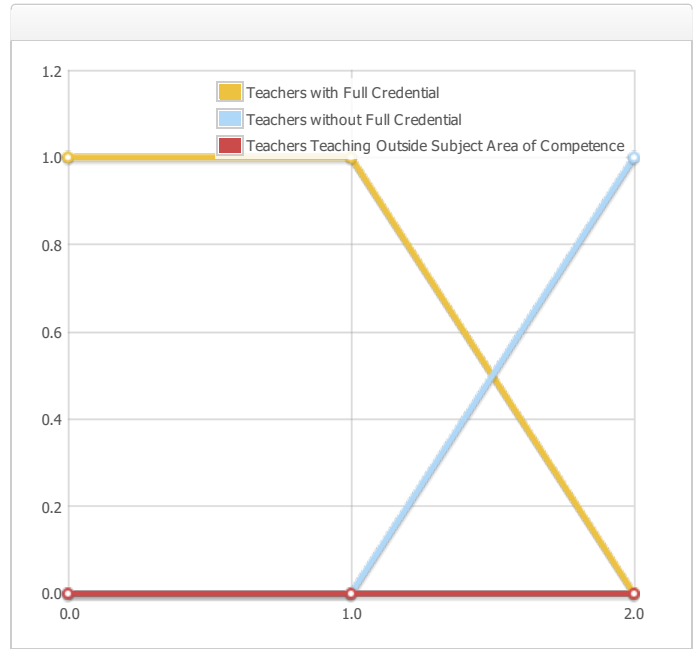
State Priority: Basic

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

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

Teacher Credentials

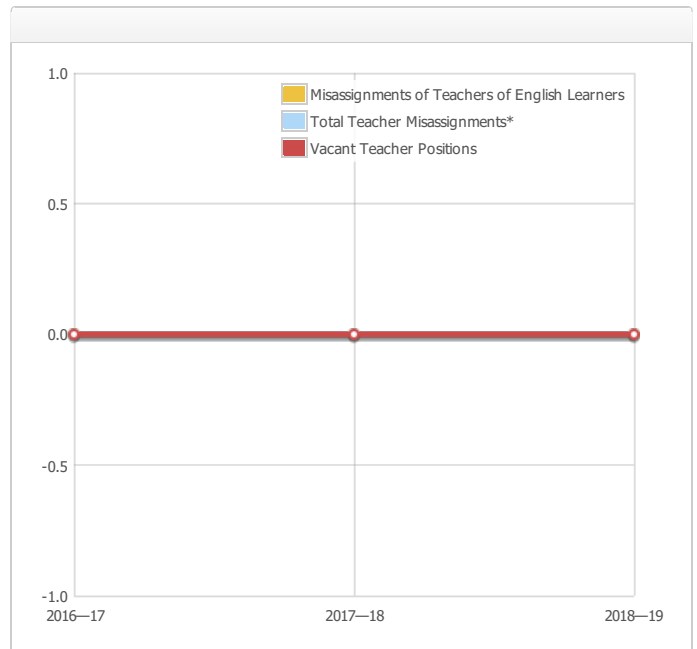
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	1	1	0	3
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Beginning in the 2018-2019 school year, Hance transitioned to an online curriculum provided by Acellus. Each student in the classroom is provided with a chromebook they use to complete courses fully online. Classes are available for Grades 7-12, and students may take up to 6 courses at a time.</p> <p>Language Arts/Reading:</p> <p>Grade 7 Language Arts/Reading Grade 8 Language Arts/Reading Basic Language Arts/Reading Concepts for Middle School Basic Language Arts/Reading Concepts II for Middle School English I</p> <p>English II</p> <p>American Literature – English III</p> <p>British Literature – English IV College Prep – English IV AP English Literature and Composition AP English Language and Composition High School Language Arts I-Remedial High School Language Arts II-Remedial Discover English – High School Part I (ESL)</p>	Yes	0.0 %
Mathematics	<p>Provided through Acellus:</p> <p>Grade 7 Math Grade 8 Math Pre-Algebra SEd</p> <p>Algebra I Advanced Algebra I Algebra I – Spanish Geometry Algebra II Trigonometry Pre-Calculus</p>	Yes	0.0 %
Science	<p>Provided through Acellus:</p> <p>Life Science Earth Science Physical Science Middle School Remedial Science I Middle School Remedial Science II</p> <p>Physical Science General Biology General Chemistry General Physics Environmental Science High School Remedial Science</p>	Yes	0.0 %
History-Social Science	<p>Provided through Acellus:</p> <p>Ancient Civilizations Middle School American History Grade 7 Social Studies Middle School Geography Middle School Personal Finance Middle School Remedial Social Studies</p> <p>US History A US History B</p>	Yes	0.0 %

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World History I
World History II
US Government
Economics
Geography

Foreign Language	Provided through Acellus: Discover Spanish French I French II German I German II Spanish I Spanish II Spanish III	Yes	0.0 %
Health	Provided through Acellus: Middle School Health High School Health ESP High School Medical Terminology	Yes	0.0 %
Visual and Performing Arts	Provided through Acellus: Music Appreciation AP Music Theory AP Studio Art – Drawing	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

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Hance facilities meet exemplary standards on FIT. This school campus has one classroom designated to Hance students, a small kitchen, an administrative building separate from the classroom, a courtyard area with a basketball court, an exercise area, and five other rooms designated to office space and miscellaneous district programs.

Last updated: 1/30/2019

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	0%	0%	6.0%	0.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	0%	0.0%	0.0%	37.0%	38.0%

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

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

Last updated: 1/30/2019

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

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CAASPP Assessment Results – English Language Arts (ELA)

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

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

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

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

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

Last updated: 1/30/2019

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

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CAASPP Test Results in Mathematics

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

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

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

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

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

Last updated: 1/30/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/30/2019

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

Hance does not offer CTE pathways.

Students participate in 3 College and Career Readiness workshops and a month long Career Exploration, culminating in a student exhibition.

Last updated: 1/30/2019

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

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

Last updated: 1/30/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	0.0%	0.0%	0.0%

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.

Last updated: 1/30/2019

C. Engagement

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State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Parental Involvement – General Information

Parents are welcome to meet regularly with the Hance teacher and/or Instructional Aide and/or Principal in regards to student progress. Contact is made regularly with parents in regards to attendance, disciplinary issues, and progress in class.

Written Information

- Text/Email/Phone Calls
- Student and Parent Handbook
- Progress Reports and Report Cards
- Lake County Office of Education Website

Volunteering Opportunities

- Hance School Safety Committee

State Priority: Pupil Engagement

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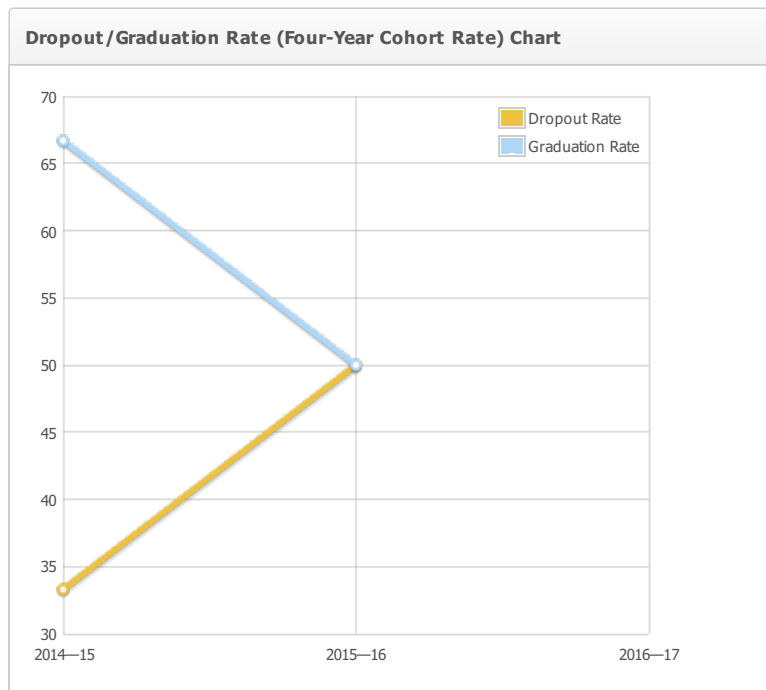
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	33.3%	50.0%	50.0%	71.4%	10.7%	9.7%
Graduation Rate	66.7%	50.0%	41.7%	28.6%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



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

Last updated: 1/30/2019

Completion of High School Graduation Requirements - Graduating Class of 2017
(One-Year Rate)

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Student Group	School	District	State
All Students	0.0%	33.3%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	0.0%	50.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	0.0%	0.0%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	0.0%	33.3%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	0.0%	0.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

State Priority: School Climate

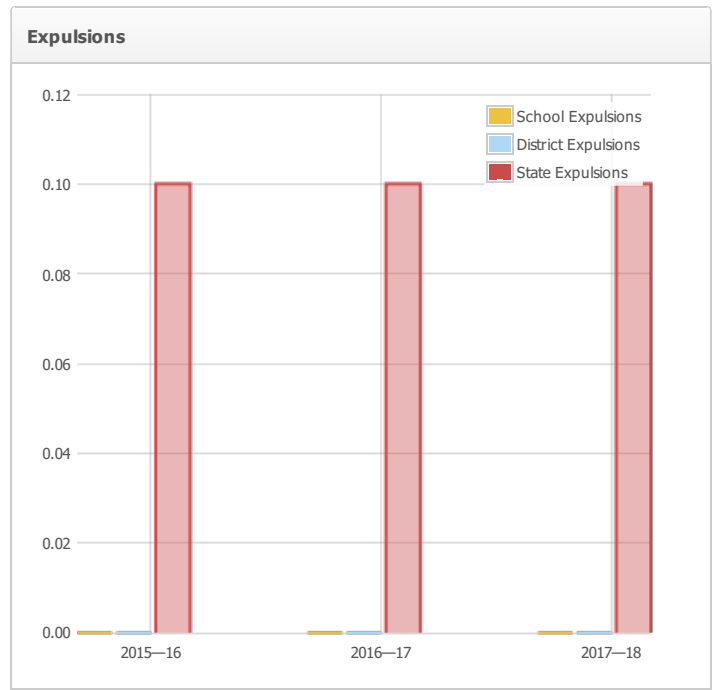
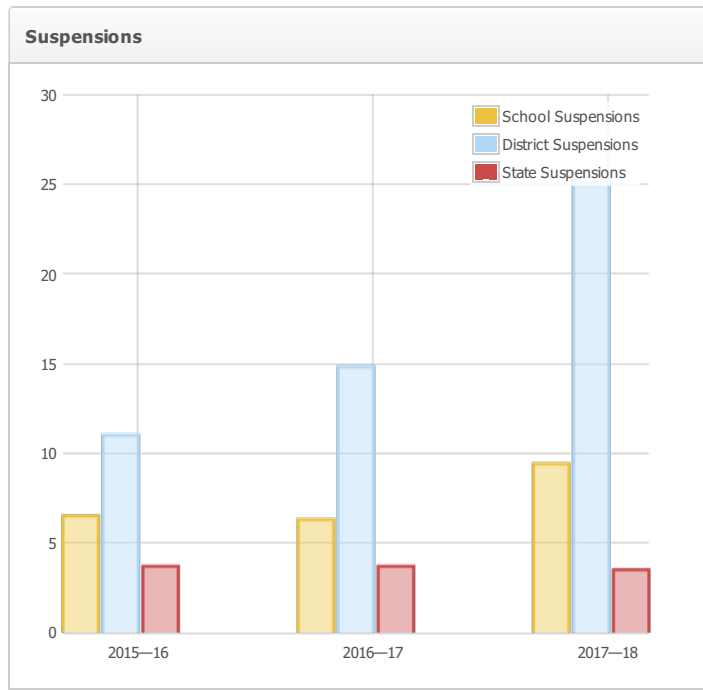
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The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.5%	6.3%	9.4%	11.0%	14.8%	25.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

School Safety Plan (School Year 2018—19)

The Hance School Site Council last met on January 24th, 2019 to review and update the current Safety Plan and make changes for the 2019-2020 school year.

Lake County Office of Education School District
Lloyd P. Hance School

COMPREHENSIVE SAFE
SCHOOL PLAN
2019 – 2020 School Year

1510 Argonaut Rd

Lakeport, CA 95453

(707) 263-5819
<http://www.lakecoe.org>

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School Site Council:
Principal: Lynda Nichols
Teacher: Peter Kelley
Student: (TBD)
Law Enforcement/SRO: Kevin Luis
Classified Staff: Michelle Greb
Parent or Community: (TBD)

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D. Other SARC Information

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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 (Secondary) (School Year 2015—16)

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Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	1		
Mathematics	7.0	1		
Science	4.0	2		
Social Science	4.0	4		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	3		
Mathematics	5.0	3		
Science	7.0	2		
Social Science	4.0	6		

* 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)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	1		
Mathematics	3.0	1		
Science	2.0	1		
Social Science	2.0	1		

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

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

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Title	Number of FTE* Assigned to School	Average Number of Staff Hours per Pupil
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

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

Last updated: 1/30/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$32308.5	\$61941.6
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

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Programs and services available to support students include:

Individualized support with the Instructor and Instructional Aide

Health support services including transportation and support with medical appointments, basic hygiene supplies, etc provided by Healthy Start

0.2 FTE School psychologist available for student needs, assessments, guidance, and assistance with behavioral problems.

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Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,645	--
Mid-Range Teacher Salary	\$62,000	--
Highest Teacher Salary	\$73,373	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$102,134	--
Superintendent Salary	\$159,376	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

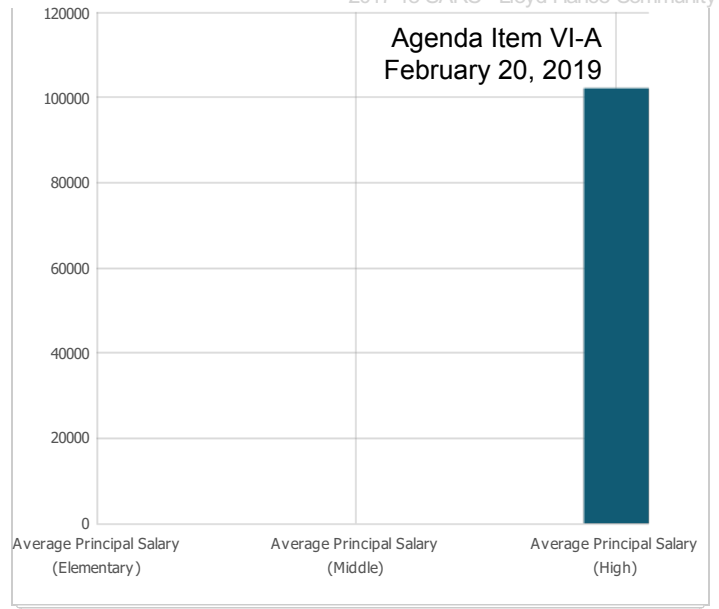
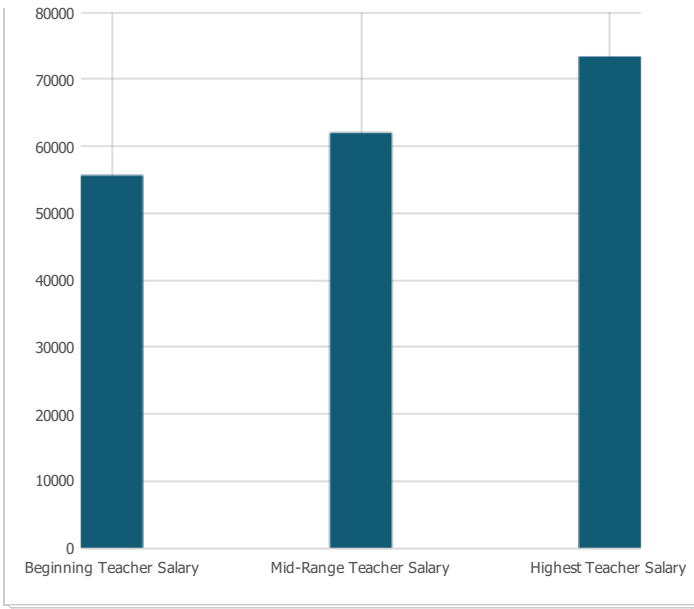
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

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Principal Salary Chart

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Last updated: 1/30/2019

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

Agenda Item VI-A

February 20, 2019

Subject	Number of AP Courses Offered*	Percent of Students
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/30/2019