## School Accountability Report CardReported Using Data from the 2019–2020 School Year

**California Department of Education**

*East Valley Education Center*

**Address:** 447 S. 4th Ave **Phone:** (209)848-1834

**Principal:** Marshal Musselman **Grade Span:** 6-12

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**Throughout this document the letters DPL refer to data provided by the LEA,
and the letters DPC refer to data provided by the CDE.**

### About This School

#### School Contact Information (School Year 2020–2021)

| **Entity** | **Contact Information** |
| --- | --- |
| **School Name** | East Valley Education Center |
| **Street** | 447 S. 4th Ave |
| **City, State, Zip** | Oakdale, CA, 95361 |
| **Phone Number** | (209)848-1834 |
| **Principal** | Marshal Musselman |
| **Email Address** | eastvalleyed@aol.com |
| **Website** | Eastvalleyhigh.com |
| **County-District-School (CDS) Code** | 50-75564-7090558 |

#### School Description and Mission Statement (School Year 2020–2021)

*It is the mission of East Valley Education Center, Inc. to provide the highest quality of education to emotionally disturbed and autistic students in a manner that is respectful, effective caring, and safe. Further it is our mission to assure that each student progresses academically, behaviorally, and emotionally so that they are able to transition to a less restrictive environment.*

#### Student Enrollment by Grade Level (School Year 2019–2020)

| **Grade Level** | **Number of Students** |
| --- | --- |
| **Kindergarten** | 0 |
| **Grade 1** | 0 |
| **Grade 2** | 0 |
| **Grade 3** | 0 |
| **Grade 4** | 0 |
| **Grade 5** | 0 |
| **Grade 6** | 1 |
| **Grade 7** | 2 |
| **Grade 8** | 6 |
| **Ungraded Elementary** | 0 |
| **Grade 9** | 10 |
| **Grade 10** | 10 |
| **Grade 11** | 14 |
| **Grade 12** | 34 |
| **Ungraded Secondary** | 0 |
| **Total Enrollment** | 77 |

#### Student Enrollment by Student Group (School Year 2019–2020)

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Black or African American**  | 1% |
| **American Indian or Alaska Native**  | 0% |
| **Asian**  | 3% |
| **Filipino**  | 0% |
| **Hispanic or Latino** | 23% |
| **Native Hawaiian or Pacific Islander**  | 0% |
| **White**  | 73% |
| **Two or More Races**  | 0% |
| **Socioeconomically Disadvantaged** | 41% |
| **English Learners** | 10% |
| **Students with Disabilities** | 100% |
| **Foster Youth** | 0% |
| **Homeless** | 2% |

### 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** | **School2018–2019** | **School2019–2020** | **School2020–2021** |
| --- | --- | --- | --- |
| **With Full Credential** | 6 | 7 | 7 |
| **Without Full Credential** | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 |

#### Teacher Misassignments and Vacant Teacher Positions

| **Indicator** | **2018–2019** | **2019–2020** | **2020–2021** |
| --- | --- | --- | --- |
| **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.

#### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

***Year and month in which the data were collected:*** 12/2020

| **Subject** | **Textbooks and Other Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | 2015 | Y | 0 |
| **Mathematics** | 2018 | Y | 0 |
| **Science** | 2017 | Y | 0 |
| **History-Social Science** | 2018 | Y | 0 |
| **Foreign Language** | n/a | n/a | 0 |
| **Health** | n/a | n/a | 0 |
| **Visual and Performing Arts** | n/a | n/a | 0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | 0 |

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

#### School Facility Conditions and Planned Improvements

**Narrative provided by the LEA**

 ***During the 2019-2020 school year there were small improvements made. East Valley prides itself on keeping a safe, functional and clean environment. On a yearly basis East Valley has major cleaning done by outside sources. Carpet and tile is professionally cleaned and landscaping such as tree pruning is also done at this time. Janitorial services such as throwing garbage’s away, cleaning restrooms, wiping down desks, vacuuming, cleaning the lunch room, and sweeping/mopping are done on a daily basis. Alarms are checked yearly along with fire safety equipment such as extinguishers, bells, and exit signs. The school year starts with a fire inspection done by a representative from the fire department.***

#### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

* Determination of repair status for systems listed
* Description of any needed maintenance to ensure good repair
* The year and month in which the data were collected
* The rate for each system inspected
* The overall rating

***Year and month of the most recent FIT report:*** *12/2020*

| **System Inspected** | **Rate Good** | **Rate Fair** | **Rate Poor** | **Repair Needed and Action Taken or Planned** |
| --- | --- | --- | --- | --- |
| **Systems: Gas Leaks, Mechanical/HVAC, Sewer**  | X |  |  | None |
| **Interior: Interior Surfaces** | X |  |  | None |
| **Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation** | X |  |  | None |
| **Electrical: Electrical** | X |  |  | None |
| **Restrooms/Fountains: Restrooms, Sinks/ Fountains** | X |  |  | None |
| **Safety: Fire Safety, Hazardous Materials** | X |  |  | None |
| **Structural: Structural Damage, Roofs** | X |  |  | None |
| **External: Playground/School Grounds, Windows/ Doors/Gates/Fences** | X |  |  | None |

#### Overall Facility Rate

***Year and month of the most recent FIT report:*** 12/2020

#### Overall Rating

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
|  | X |  |  |

### 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 2018–2019** | **School 2019–2020** | **State 2018–2019** | **State 2019–2020** |
| --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | 5 | N/A | 50 | N/A |
| **Mathematics (grades 3-8 and 11)** | 5 | N/A | 39 | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American**  | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities**  | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.CAASPP Test Results in Mathematics by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American**  | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities**  | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

#### 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 2018–2019** | **School 2019–2020** | **State 2018–2019** | **State 2019–2020** |
| --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group

**Grades Five, Eight, and High School (School Year 2019–2020)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American**  | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities**  | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

#### Career Technical Education Programs (School Year 2019–2020)

*Currently East Valley participates in the Workability 1 program to give students job training skills and job placement*

#### Career Technical Education (CTE) Participation (School Year 2019–2020)

| **Measure** | **CTE Program Participation** |
| --- | --- |
| **Number of Pupils Participating in CTE** | 0 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 0 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | 0 |

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

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission** | 42.7 |
| **2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission** | 44.8 |

#### 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 2019–2020)

| **Grade Level** | **Percentage of Students Meeting Four of SixFitness Standards** | **Percentage of Students Meeting Five of SixFitness Standards** | **Percentage of Students Meeting Six of SixFitness Standards** |
| --- | --- | --- | --- |
| **5** | N/A | N/A | N/A |
| **7** | N/A | N/A | N/A |
| **9** | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 2020–2021)

***Parent involvement is not only welcomed, it is encouraged. Our parents are involved in planning our graduation and annual Christmas party. Moreover, we have a parent involvement committee led by one of our parents. The committee meets on a monthly basis. Please call the school for the details***

#### State Priority: Pupil Engagement

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

* High school dropout rates; and
* High school graduation rates

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

| **Indicator** | **School 2016–2017** | **School 2017–2018** | **School 2018–2019** | **State 2016–2017** | **State 2017–2018** | **State 2018–2019** |
| --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | 0 | 0 | 0 | 9.1 | 9.6 | 9.6 |
| **Graduation Rate** | 100 | 100 | 100 | 82.7 | 83 | 85.9 |

#### 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

**(data collected between July through June, each full school year respectively)**

| **Rate** | **School 2017–2018** | **School 2018–2019** | **State 2017–2018** | **State 2018–2019** |
| --- | --- | --- | --- | --- |
| **Suspensions** | 2.4 | 3 | 3.5 | 3.5 |
| **Expulsions** | 0 | 0 | .1 | .1 |

#### Suspensions and Expulsions for School Year 2019–2020 Only

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| **Rate** | **School 2019–2020** | **State 2019–2020** |
| --- | --- | --- |
| **Suspensions** | 3.4 | 3.5 |
| **Expulsions** | 0 | .1 |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

#### School Safety Plan (School Year 2020–2021)

**East Valley continually updates the safety plan. Most recently during COVID many safety measures have been put in place in order to have students on campus. More information can be found on the school website or contacting the registrar.**

### 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 2017–2018)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **6** | 13 | 6 | 0 | 0 |

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

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

#### Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **6** | 13 | 6 | 0 | 0 |

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

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

#### Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **6** | 13 | 7 | 0 | 0 |

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

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

#### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 13 | 6 | 0 | 0 |
| **Mathematics** | 13 | 6 | 0 | 0 |
| **Science** | 13 | 6 | 0 | 0 |
| **Social Science** | 13 | 6 | 0 | 0 |

\*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 2018–2019)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 13 | 6 | 0 | 0 |
| **Mathematics** | 13 | 6 | 0 | 0 |
| **Science** | 13 | 6 | 0 | 0 |
| **Social Science** | 13 | 6 | 0 | 0 |

\*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 2019–2020)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 13 | 7 | 0 | 0 |
| **Mathematics** | 13 | 7 | 0 | 0 |
| **Science** | 13 | 7 | 0 | 0 |
| **Social Science** | 13 | 7 | 0 | 0 |

\*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.

#### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| **Title** | **Ratio** |
| --- | --- |
| **Pupils to 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 2019–2020)

| **Title** | **Number of FTE\*Assigned to School** |
| --- | --- |
| **Counselor (Academic, Social/Behavioral or Career Development)** | 0 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 0 |
| **Social Worker** | 0 |
| **Nurse** | 0 |
| **Speech/Language/Hearing Specialist** | 0 |
| **Resource Specialist (non-teaching)** | 0 |
| **Other** | 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.

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | 4250 | 4250 | 4250 | 68350 |
| **State** | N/A | N/A | 16352 | 83059 |
| **Percent Difference – School Site and State** | N/A | N/A | -74% | -18% |

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

#### Types of Services Funded (Fiscal Year 2019–2020)

**N/A**

Advanced Placement (AP) Courses (School Year 2019–2020)

**Percent of Students in AP Courses*:*** 0

| **Subject** | **Number ofAP Courses Offered\*** |
| --- | --- |
| **Computer Science** | 0 |
| **English** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language**  | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered\*** | 0 |

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

#### Professional Development

| **Measure** | **2018–2019** | **2019–2020** | **2020–2021** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 28 | 27 | 39 |