

# Almond Acres Charter Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

## Mr. Bob Bourgault, Executive Director

 Principal, Almond Acres Charter Academy

### About Our School

Greetings,

Welcome to a virtual review of Almond Acres Charter Academy. We are currently enjoying our fifth year as a charter school. This report provides pertinent data of our students, families, and faculty. What it can't show are the smiles and enthusiasms of these people. I invite you to visit the school in person so you can shake the hands of confident kids, satisfied parents, and energetic teachers.

Our school is designed and dedicated to the true meaning of education. The word "educate" originates from the Latin word "educare" which means to nurture and draw out the learner, not to fill him/her up. AACA works to maximize the learning capacity of all learners by nurturing the unique and amazing capacity within the brain of every child. We know that students are innately born with personal strengths and struggles that define how they are smart, how they learn best, and direct their personal aspirations in life. We nurture these capacities and help each student to become the very best version of themselves by igniting a passion and desire to learn. Project-based learning, service learning, and meaningful educational experiences within our community are our keys to unlocking outstanding learning and student success.

I encourage every student, family member, community partner, and friend of AACA to share the gifts and talents they possess to create these amazing educational experiences for all students. A collective effort from families, school staff, and members of our community is truly creating a school we are proud to be a part of.

Earnestly,  
Bob Bourgault  
Executive Director

### Contact

*Almond Acres Charter Academy  
1601 L St.  
San Miguel, CA 93451-9107*

*Phone: 805-467-2095  
E-mail: [bbourgault@aacacademy.com](mailto:bbourgault@aacacademy.com)*



## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	San Miguel Joint Union
<b>Phone Number</b>	(805) 467-3216
<b>Superintendent</b>	Dr. Curt Dubost
<b>E-mail Address</b>	<a href="mailto:cdubost@sanmiguelschools.org">cdubost@sanmiguelschools.org</a>
<b>Web Site</b>	<a href="http://www.sanmiguelschools.org">www.sanmiguelschools.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Almond Acres Charter Academy
<b>Street</b>	1601 L St.
<b>City, State, Zip</b>	San Miguel, Ca, 93451-9107
<b>Phone Number</b>	805-467-2095
<b>Principal</b>	Mr. Bob Bourgault, Executive Director
<b>E-mail Address</b>	<a href="mailto:bbourgault@aacacademy.com">bbourgault@aacacademy.com</a>
<b>Web Site</b>	<a href="http://www.almondacres.com">http://www.almondacres.com</a>
<b>County-District-School (CDS) Code</b>	40688250125807

*Last updated: 1/18/2017*

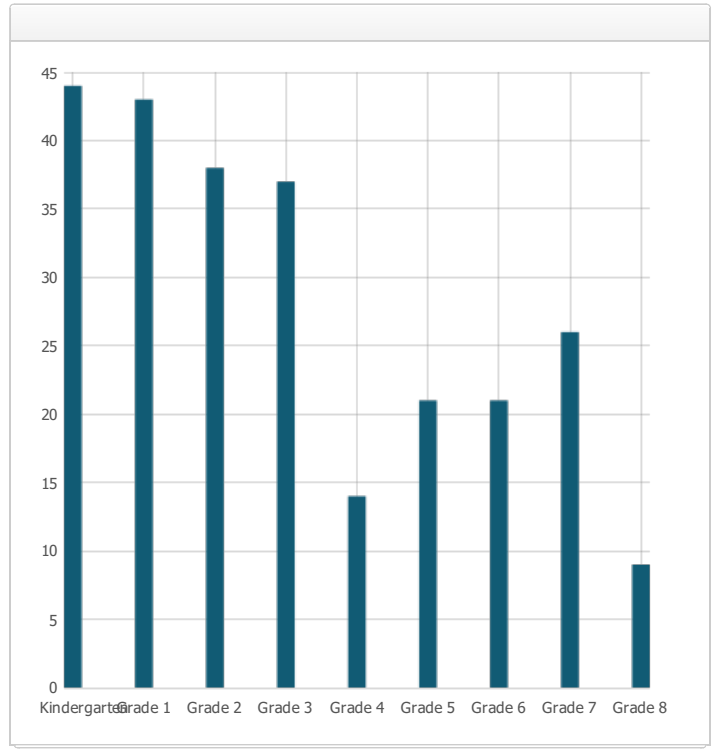
### School Description and Mission Statement (School Year 2016-17)

Our Mission: Almond Acres Charter Academy is dedicated to providing all kindergarten through eighth grade students with an academically challenging and cooperative educational environment with authentic experiences emphasizing core curriculum, the arts, and character development to ensure students receive the knowledge and skills necessary to succeed in a dynamic 21st Century society.

*Last updated: 1/18/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	44
Grade 1	43
Grade 2	38
Grade 3	37
Grade 4	14
Grade 5	21
Grade 6	21
Grade 7	26
Grade 8	9
<b>Total Enrollment</b>	<b>253</b>



*Last updated: 1/18/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.4 %
Filipino	0.0 %
Hispanic or Latino	19.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.9 %
Two or More Races	2.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.1 %
English Learners	5.1 %
Students with Disabilities	14.6 %
Foster Youth	0.4 %

*Last updated: 1/18/2017*

## A. Conditions of Learning

### State Priority: Basic

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

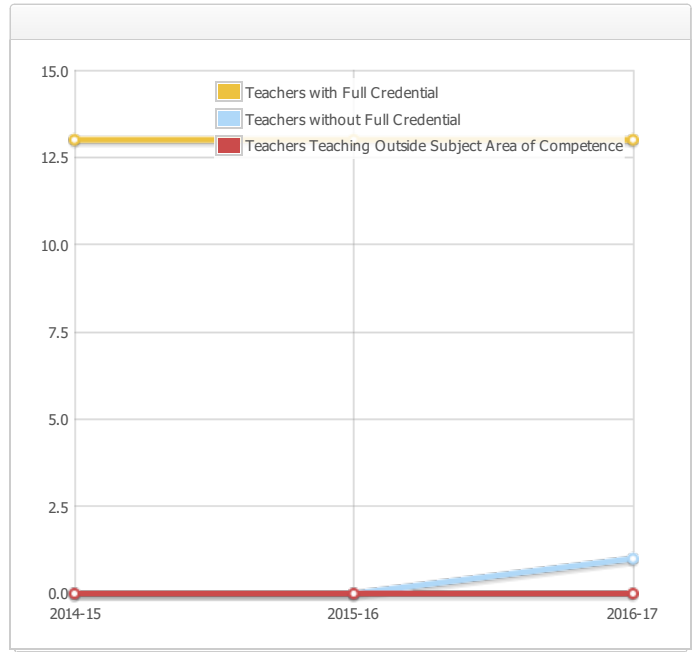
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

Almond Acres Charter Academy is an Independent Reporting School.

District information is included for comparison purposes only.

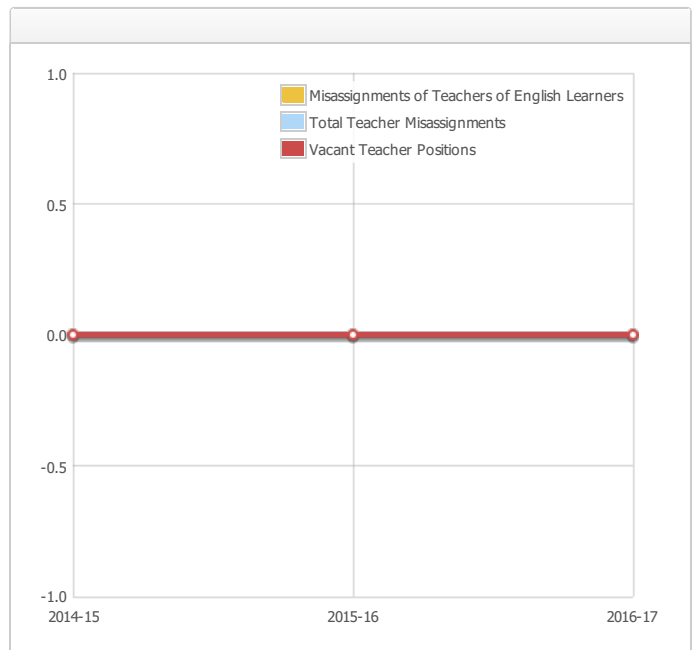
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	13	13	14
Without Full Credential	0	0	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/20/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.0%	8.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/20/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Daily 5 Common Core Maps Project Based Learning (PBL)	Yes	0.0 %
Mathematics	Daily 3 Singapore Math Big Ideas Math Project Based Learning (PBL)	Yes	0.0 %
Science	Discovery Science Project Based Learning (PBL)	Yes	0.0 %
History-Social Science	Discovery Social Studies Project Based Learning (PBL)	Yes	0.0 %
Foreign Language	Duo Lingo Rosetta Stone	Yes	0.0 %
Health	Discovery Health Science	Yes	0.0 %
Visual and Performing Arts	Common Core Maps Project Based Learning (PBL)	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: 1/20/2017



## School Facility Conditions and Planned Improvements

STATE OF CALIFORNIA STATE ALLOCATION BOARD FACILITY INSPECTION TOOL(FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION SCHOOL FACILITY CONDITIONS EVALUATION (REV 05/09) Page 6 of 6 SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION COUNTY San Miguel/SLOCOE San Luis Obispo SCHOOL SITE SCHOOL TYPE (GRADE LEVELS) NUMBER OF CLASSROOMS ON SITE Almond Acres Charter Academy K8 12 INSPECTOR'S NAME INSPECTOR'S TITLE NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Greg Tosti MOT Director Greg Tosti TIME OF INSPECTION WEATHER CONDITION AT TIME OF INSPECTION 3:30 PM Sunny & Clear PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places) TOTAL NUMBER OF AREAS EVALUATED CATEGORY TOTALS A. SYSTEMS B. INTERIOR C. CLEANLINESS D. ELECTRICAL E. RESTROOMS/FOUNTAINS F. SAFETY G. STRUCTURAL H. EXTERNAL GAS LEAKS MECH/HVAC SEWER INTERIOR SURFACES "OVERALL CLEANLINESS" PEST/VERMIN INFESTATION ELECTRICAL RESTROOMS "SINKS/ FOUNTAINS" FIRE SAFETY "HAZARDOUS MATERIALS" "STRUCTURAL DAMAGE" ROOFS PLAYGROUND/ SCHOOL GROUNDS "WINDOWS/DOORS/ GATES/FENCES" Number of "ü"s: 10 6 10 8 10 9 10 4 8 10 10 10 8 10 10 10 Number of "D"s: 0 1 0 0 0 1 0 0 1 0 0 0 0 0 10 Number of "X"s: 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 Number of N/As: 0 3 0 2 0 0 0 6 1 0 0 0 2 0 0 "Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)\*" 100.00% 85.71% 100.00% 100.00% 100.00% 90.00% 100.00% 100.00% 88.89% 100.00% 100.00% 100.00% 100.00% 100.00% 100.00% "Total Percent per Category (average of above)\*" 95.24% 100.00% 95.00% 100.00% 94.45% 100.00% 100.00% 100.00% "Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%" GOOD GOOD GOOD GOOD GOOD GOOD GOOD GOOD \*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category". OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 98.09% SCHOOL RATING\*\* GOOD \*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below. PERCENTAGE DESCRIPTION RATING 99%-100% The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. EXEMPLARY 90%-98.99% The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. GOOD 75.-89.99% The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site. FAIR 0%-74.99% The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus. POOR COMMENTS AND RATING EXPLANATION:

The overall rating from the FIT report scores the facility at 100% with an "Good" rating.

Last updated: 1/20/2017

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
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 Facility Rate

Year and month of the most recent FIT report: January 2016

Overall Rating	Good
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Last updated: 1/20/2017



## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	54.0%	34.0%	45.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	31.0%	43.0%	27.0%	36.0%	34.0%	36.0%

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: 1/18/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	35	89.7%	57.1%
Male	24	22	91.7%	36.4%
Female	15	13	86.7%	92.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	28	87.5%	60.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	15	13	86.7%	38.5%
Male	11	9	81.8%	44.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.8%	55.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/18/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	22	95.7%	63.6%
Male	--	--	--	--
Female	13	12	92.3%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	55.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	22	19	86.4%	47.4%
Male	15	12	80.0%	50.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	14	82.4%	42.9%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/18/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	24	96.0%	50.0%
Male	12	11	91.7%	27.3%
Female	13	13	100.0%	69.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	44.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/18/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	34	87.2%	67.7%
Male	24	21	87.5%	52.4%
Female	15	13	86.7%	92.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	27	84.4%	74.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*



**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	15	13	86.7%	30.8%
Male	11	9	81.8%	33.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.8%	44.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	22	95.7%	54.6%
Male	--	--	--	--
Female	13	12	92.3%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	44.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	22	19	86.4%	26.3%
Male	15	12	80.0%	33.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	14	82.4%	28.6%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	25	23	92.0%	17.4%
Male	12	11	91.7%	27.3%
Female	13	12	92.3%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	16.7%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/18/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	37.0%	59.0%	61.0%	52.0%	53.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/18/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	33	32	97.0%	59.4%
Male	15	15	100.0%	46.7%
Female	18	17	94.4%	70.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	24	24	100.0%	54.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/18/2017*

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	22.7%	45.5%
7	16.7%	29.2%	37.5%

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: 1/10/2017*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents/guardians are a vital and important resource to AACA. Their participation as instructional partners in the program and their support of the AACA mission are critical. To this end, AACA has established the AACA Program Site Council (PSC) to facilitate communication between all members of the organization, to bring needed human and financial resources, and to help meet the goals and objectives of the School. There are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities to meet the varying schedules of parents/guardians. All requirements, job descriptions, responsibilities, and procedures for the PSC are outlined in the AACA Charter and Family Handbook that is available on the school website and in the front office of AACA. All parent participation opportunities are voluntary commitments to improve the quality of and capacity of school programs.

### State Priority: Pupil Engagement

*Last updated: 1/31/2017*

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

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



# State Priority: School Climate

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

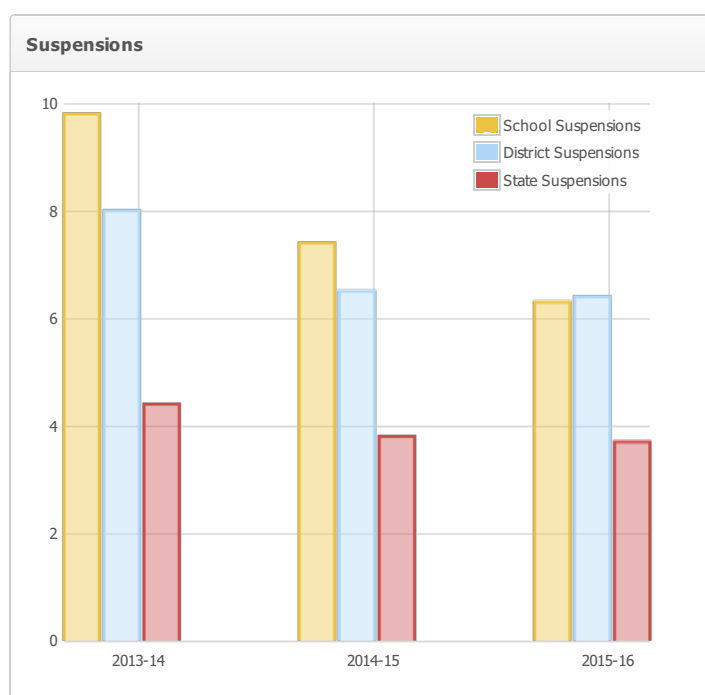
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Almond Acres Charter Academy is an Independent Reporting School.

District information is provided for comparison purposes only.

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.8	7.4	6.3	8.0	6.5	6.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1



Last updated: 1/20/2017

## School Safety Plan (School Year 2016-17)

San Miguel Joint Union School District Almond Acres Charter Academy Emergency Procedures Guide 2016-2017 Table of Contents Introduction 3 Signals: Bells, Telephone and Buzzers 3 Emergency Numbers 4 Radio Stations 5 Radio/TV Announcements 5 Other Important Telephone Numbers 5 County Office of Education 5 Psychological Survival 6 Emergency Action Plans 7 Severe Weather 12 Fallen Aircraft 13 Bomb Threat 16 Chemical Accident 17 Explosion or Threat of Explosion 18 Fire 20 Earthquake 22 Hostile Acts 24 Intruder / Active Shooter/ Major Crisis 25 Personal Guide – Table of Contents 39 Introduction Executive Summary Today’s educational environment increases the burden on school districts to prepare for the emergencies previously thought to be outside the area of public education. This document was developed to serve as an emergency procedure guide to provide you with directions in the event of an emergency that affects the school facilities. The concept and procedures contained in this document are intended to guide you in coping with extraordinary emergency situations including natural disasters, catastrophic accidents and man made threats to the environment. This guide provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances; therefore the guide must be supplemented by the judicious employment of common sense. This document will serve as a quick reference and should be considered a supplement to the district/site disaster plan. Note: Administrator will use the telephone intercom, whistle, and texting system for warning and instructions for all incidents. Incident Signal Fire A pull station will be pulled. Actual Fire Alarm buzzers/horns will sound. Bell Signals Intruder/Sniper A series of very short intermittent bells. ? ? ? ? ? ? Take Cover Earthquake, explosion, nuclear attack Several five second long bells. ? ? ? ? ? ? All Clear A Ten-second long bell. ?????????? Emergency Numbers Emergency Fire and Law Enforcement – 911 CHP-434-1822 Division Coordinator –549-3261 Sheriff – 781-4550 Local Fire Department – 227-6553 Poison Control-1-800-622-9886 Public Utilities PG&E 1-800-743-5000 Central Coast Propane 237-1001 Heritage Ranch CSD (water) 226-6230 American Red Cross – 238-3223 Local Hospital Twin Cities Community Hospital General Info. 434-3500 Emergency Room 434-4550 San Miguel Joint Union School District 467-3216 Almond Acres Charter Academy 467-2095 Bob Bourgault (Superintendent/Executive Director) 805-296-5743 Radio Stations KPRL 1230 AM KSTT (coast) 101.3 FM KGO 810 AM KJUG 98.1 FM KCBS 740 AM KSBY 87.7 PM Radio/TV Announcements: KSBY TV Ch. 6, San Luis Obispo 541-6666 ext. 20 or 4000 KCOY TV Ch. 12, Santa Maria 543-4223 925-1200 After hours message only KEYT TV Ch. 3, Santa Barbara 882-3933 KTAP Radio 1600 AM, Santa Maria 928-1600 928-5277 (Hispanic) 928-4334 After hours message only KIDI Radio 105.5 FM Santa Maria 928-5626 349-0795 (Hispanic) 928-4334 After hours message only KVEC Radio 920 AM Emer. Alert Station 543-8830 KIID Radio 1400 AM Emer. Alert Station 543-8830 542-5875 pager # for Manager KOTR Radio 94.9 FM, Cambria 927-5021 927-3001 after 5 pm, if no answer keep calling, there is only the DJ at the station and he may not be able to answer right away. OTHER IMPORTANT TELEPHONE NUMBERS KSBY WEATHER INFORMATION: 541-6666 ext. 25 or 6000

National Response Center (Chem. Spills) 1-800-424-8802 COUNTY OFFICE OF EDUCATION 3350 Education Drive San Luis Obispo. Ca 93405 543-7732

**PSYCHOLOGICAL SURVIVAL SURVIVAL THROUGH PSYCHOLOGICAL PROTECTION** One of the gravest dangers in time of any disaster is panic. As school employees (especially teachers) work directly with children, they should recognize the symptoms of tension and be prepared to provide release through physical and creative activities. If unknown fears are replaced by fears based on actual knowledge and if students and adults can plan a course of action to follow, there should be an increased feeling of security with a decrease of tension. People become more willing and able to participate in tension-relieving activities if they understand the reasons for doing so. Therefore, the program of disaster preparation shall consist of two objectives with reference to psychological protection. 1. Dissemination of accurate knowledge. 2. Planning a course of action.

**CRISIS INTERVENTION Psychological First Aid** is an immediate intervention technique designed to prevent psychological damage that could occur following a community, school crisis or trauma situation. It can and should be given by persons who first see the need at the time and place where a crisis occurs. So the schools can immediately and effectively provide services to crisis victims, the establishment of a LOCAL SITE TEAM is recommended. This team should develop a well-defined action plan that can form the basis upon which psychological first aid activities are implemented in case of an actual crisis.

**EMERGENCY ACTION PLANS GENERAL**

**A. Mass panic** can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts and plans. B. Each teacher must keep the register or enrollment sheet of pupils readily available at all times. The teacher will remain with students until directed otherwise. C. At the discretion of the Site Administrator, students may be given a nametag to be worn during an emergency. D. At the discretion of the Site Administrator, staff members may be required to wear identification (hats, colored vests, badges, etc.) during an emergency. E. A well-prepared and tested plan for prompt and positive protection minimizes injuries and loss of life in a major disaster. F. This plan outlines actions, which the staff may be called upon to execute in an emergency. G. All staff members must be thoroughly familiar with the contents of this plan. H. In the absence of orders from the Superintendent\*, each Site Administrator\* is authorized and directed to implement plans as described herein or take such other action as may be necessary to save lives and mitigate the effects of disasters. I. The Site Administrator may implement one or more of these emergency actions in coping with disaster. J. Disaster preparedness information will be sent to parents at the beginning of each school year or when a new student registers. K. During an emergency, students may only be released to the parents, guardian, or other adult specified on the emergency card. The dismissal of students from the school shall be governed by the emergency procedures outlined in the District Plan. However, this policy does not preclude the exercise of professional judgment by an Administrator when the circumstances of the situation indicate dismissal to be in the best interest of the student. \* Throughout this guide, reference to job position also infers reference to "designee."

**I. Action "Go Home"**

**A. Warning:** Verbal communication by Site Administrator. B. Action "Go Home" will be considered by the Site Administrator. Students will be held at school until released to an authorized adult. C. Action "Go Home" consists of: 1. Flood 2. Severe Weather 3. Fire 4. Earthquake

**II. Action "Leave Building"**

**A. Warning:** The warning signal at the site for Action "Leave Building" shall be the usual bell signal. B. Action "Leave Building" consists of: 1. Orderly movement of students and staff from the building to an outside area of safety. 2. Removal of student/staff emergency cards from building to an outside area of safety. 3. Removal of emergency equipment and supplies as necessary and appropriate, to an outside area of safety. III. Action "Duck, Cover and Hold" (Inside Building) A. Warning: The warning for this type of emergency is the beginning of the disaster itself and is considered appropriate for, but not limited to, the following: 1. Earthquake 3. Surprise nuclear attack a. Intense light b. Tremendous sound B. Action "Duck, Cover And Hold" 1. Command "Duck, Cover and Hold" 2. Students and staff immediately duck under a desk or table, protect your head and neck. Hold onto the desk or table and be prepared to move with it. Hold position until ground stops shaking and it is safe to move. C. Action "Leave Building" is considered appropriate for, but not limited to, the following: 1. Fire 2. Bomb Threat 3. Chemical Accident 4. Explosion, or threat of explosion 5. Post Earthquake 6. Other similar occurrences which make buildings uninhabitable. IV. Action "Drop and Cover" (Outside) A. Warning: The warning for this type of emergency is the beginning of the disaster itself and is considered appropriate for earthquakes and explosions. 1. Outside Buildings a. Command "Drop - Take Cover" b. Move away from buildings, trees, fences and power lines c. Drop to your knees d. Clasp both hands behind your neck e. Bury your face in your arms f. Make your body as small as possible g. Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous. V. Action "Directed Transportation" A. Warning: Under certain conditions, Disaster Officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the site via telephone, regular radio broadcast, television or on the Emergency Alert System. The method of disseminating this warning at the site will, if at all possible, be by telephone message from the district office. B. Action "directed Transportation" is considered appropriate only when directed by competent Disaster Officials. If may be appropriate for, but not limited to. 1. Flood 2. Fire 3. Fallout Area 4. Blast Area VI. Action: Convert Site" A. Notification: 1. Notification to convert the site will be disseminated through the district office or by notification from an authorized agency. B. Action "Convert Site" consists of: 1. During normal hours of operation: a. Dismissal of all classes; transportation would be provided for those who normally ride the bus. b. Preparation of school for conversion into Mass Care Shelters (to afford housing, feeding and essential care to disaster victims) or Casualty Collection Points (CCP). For clarification, a CCP is a location, agreed upon by the District and the County Department of Public Health, where the severely injured will be brought for treatment and disbursement to medical facilities outside of the disaster area. 2. Other than normal hours a. Alerting site staff by administration. b. Preparation of school for conversion into a Mass Care Shelter or Casualty Collection Point (CCP). C. Action "Convert Site" will be implemented only upon request or direction of district office or authorized agency. D. Sites have been pre-designated for disaster use as Mass Care Shelters or Casualty Collection Points (CCP).

**SEVERE WEATHER** The Site Administrator will determine which action, if any, should be implemented. When necessary, staff members will take immediate action for the safety of students without waiting for directions.

**I. FLOOD/MUD SLIDE/FLASH FLOOD Flood Procedures** The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The Site Administrator may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood. 1. Evacuate the building to a safe location at the site (higher ground). 2. Evacuate site to another district facility. The district will provide required transportation. 3. Provide care for students at site. 4. Release students and staff to go home. 5. Upon official request, the site or portions thereof will be converted to a Mass Care Shelter. II. SEVERE WINDS/TORNADO A. Warning of severe wind/tornado may come from the district office or local authorities (fire, police/sheriff's department). B. If high winds develop during normal hours of operation, the following emergency actions will be accomplished. 1. If outside, proceed with caution to nearest building if time permits. If time doesn't permit, lie flat on the ground, preferably in a ditch or culvert if nearby. 2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums and other structures with large roof spans. 3. Implement Action "Duck, Cover and Hold" if necessary. 4. Close windows and blinds. 5. Move away from windows and remain near an inside wall on lower floor if possible. 6. Relocate students from classrooms bearing full force wind. 7. Keep tuned to one of the suggested radio stations for latest advisory information (see Radio Stations") 8. Take roll. 9. Site Office will notify utility companies of an actual or suspected break in the utility service. 10. Contact District Disaster Preparedness Coordinator, fire department and other authorities as required. I. FALLEN AIRCRAFT A. If an aircraft falls on or near the site, the Site Administrator or designee will assess the situation to determine proper action. 1. If an explosion occurs: a. If inside, implement Action "Duck, Cover and Hold". b. If outside, lie flat on the ground, preferably in a ditch or culvert if nearby. 2. If the decision is made to evacuate the buildings, execute the following procedures: a. Caution - before sounding school fire alarm, advise the staff of the proper evacuation route. b. Sound school fire alarm. This will automatically implement Action "Leave Building" c. Evacuate buildings in direction away from crash site and move to a location up-wind, and as far away from the crash site as possible. d. Take roll. 3. If the decision is made to remain indoors, execute the following procedures. a. Implement Action "Duck, Cover and Hold". b. Close windows and blinds. c. Move away from windows and remain near an inside wall on lower floor if possible d. Keep tuned to one of the suggested radio stations for latest advisory information (see "Radio Stations"). e. Take roll. 4. Call 9-1-1- and District Disaster Preparedness Coordinator. 5. If outside at the time of the crash and an explosion has not yet occurred: a. Move away from crash site as quickly as possible. b. If an explosion occurs while leaving the crash site, immediately, drop to the ground and lie as flat as possible until the shock wave, debris and fireball pass. Once this has happened, continue to move away from the crash site. 6. Render first aid as necessary. 7. If the buildings have been evacuated, students and staff should not return to the building until proper authorities declare the area safe. 8. Site Administrator will direct further action as necessary. BOMB THREAT A. While a bomb threat may be a hoax, the following actions should be taken: 1. Actions: a. Site Administrator shall call 9-1-1. b. Site Administrator (in coordination with proper authorities) may order evacuation of buildings. c. Site Administrator will notify district office which will notify district maintenance/operations office. d. Follow "Bomb Threat" procedures in "District/Site Disaster Preparedness Plan". 2. Don't: a. Don't use the 2-way radios - as the transmission could set off bomb. b. Don't turn on or off electricity (lights etc.) this could also set off bomb. c. Don't sound fire alarm - if could set off bomb. CHEMICAL ACCIDENT 1. CHEMICAL ACCIDENT A. Chemical accidents/hazardous materials could endanger the students or staff. When they occur, the following should be accomplished. 1. Notify Site Administrator or designee. 2. Site Administrator will assess the magnitude of the accident and determine the need to: a. Notify Fire/Law enforcement agency (via 9-1-1) and district office (and County Environmental Health Services, if necessary). b. Implement "Leave Building" (fire alarm) c. Evacuate students and staff from the premises. d. Move up-wind from the accident if possible, to avoid fumes/vapors and maintain control of the students at a safe distance from accident. e. The Site Administrator will direct other actions as required. 3. Refer to MSDS Safety Sheets for additional actions. 4. Render first aid as necessary. 5. Take roll. 6. Students and staff should not return to the site until Emergency Services officials declare the area safe. EXPLOSION OR THREAT OF EXPLOSION I. EXPLOSION OR THREAT OF EXPLOSION A. In the event of an explosion or the threat of an explosion, such as those caused by leaking natural/LP gas or other causes, the following will be accomplished. 1. EXPLOSION: a. Command, "Drop - Take Cover". b. Site Administrator will call 9-1-1 and notify District Office. c. If the explosion occurred within the building, or threatens the building, the staff should immediately Action "Leave Building". d. Use verbal commands with clear instructions for evacuation route. e. Move to an area of safety as

far away from the hazard as possible and maintain control of students. f. Render first aid as necessary. g. Use fire extinguisher if appropriate. (Note: Staff should be aware of locations and proper use of fire extinguishers). h. Take roll i. The Site Administrator will direct further action as required. j. Students and staff should not return to the school until fire department officials declare the area safe. 2. THREAT OF EXPLOSION a. Site Administrator will assess situation, call 9-1-1 and District Disaster Preparedness Coordinator. b. Caution – before sounding school fire alarm, advise staff of proper evacuation route. c. Evacuate buildings in a direction away from threat of explosion and move to a location up-wind, and as far away from site as possible. d. Take roll e. Site Administrator will direct further action as necessary. FIRE I. FIRE A. FIRE IN A SCHOOL FACILITY: In the event a fire is detected within a school facility, the following will be accomplished: 1. Sound the fire alarm. This will automatically implement Action "Leave Building" 2. Site Administrator will call 9-1-1 and District Office. 3. Maintain control of students at a safe distance from the fire and fire fighting equipment. 4. Take roll. 5. Render first aid as necessary. 6. Use fire extinguisher if appropriate. (Note: Staff should be aware of locations and proper use of fire extinguishers). 7. Keep access roads open for emergency vehicles. 8. The Site Administrator will determine whether Action "Go Home" should be implemented 9. Students and staff should not return to the school buildings until fire department officials declare the area safe. B. FIRE NEAR A SCHOOL: 1. Site Administrator will determine whether the students and staff should leave the premises. 2. Site Administrator will determine whether Action "Directed Transportation", or any further action should be implemented. C. BURNING CLOTHES If a student's or staff member's clothing catches fire, follow these procedures: 1. Don't allow them to run! Running will only make the fire burn more intensely. 2. Smother the fire a. If a blanket is available, wrap the victim in it and roll them on the ground. A coat, rug, curtain, or other heavy fabric material will work as well b. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. 3. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet, or blanket, etc. 4. Call 9-1-1 for emergency medical assistance. EARTHQUAKE I. EARTHQUAKE: Earthquakes strike without warning. The following actions, as time permits, will be accomplished: A. Inside the building: 1. If inside the building at the time of an earthquake, execute "Duck, Cover and Hold". a. Avoid windows or other potential hazards. b. Utilize desk or table for shelter or move to an inside wall. If shelter moves, hold on and stay under c. Remain silent so directions can be heard above the noises of the earthquake. d. Stay in position until earthquake is over or until further instructions are given. 2. When the earthquake is over and tremors have subsided implement Action "Leave Building". Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc. 3. When leaving building, take roll books and emergency supplies. Announce that no one is to return to the buildings unless authorized. 4. Staff and students shall assemble in prearranged areas and will remain there until re-entry to building has been approved, they are directed to move to another location or released to go home. 5. Render first aid if necessary. 6. Take roll and report missing and/or injured students and staff. 7. Do not return to buildings for any reason until authorized officials have declared them safe. B. Outside the Building 1. If outside the building or walking to or from school facilities when an earthquake occurs: a. Stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. b. Assume "Drop -Take Cover" position until quake is over. 2. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home. NOTE: "Duck, Cover and Hold" is currently the accepted procedure the various emergency preparedness organizations to provide the most safety during an earthquake episode. HOSTILE ACTS I. HOSTILE ACTS Sniper, intruder, gang warfare, civil unrest, hostage crisis, war: A hostile act might be an incident or situation of a criminal nature occurring in the vicinity or on site which could constitute a threat to the welfare of the students and staff. This might include a police stakeout or pursuit of suspected criminal(s), gang disturbances, intruder or hostage situations, civil unrest, etc. INITIATE SITE SPECIFIC WARNING SYSTEM TO ALERT STAFF 1. Call 9-1-1, if police are not already involved, then notify the Superintendent's office. 2. The extent of the emergency will dictate the course of action to be taken. The Site Administrator will take appropriate action to assure that students and staff, if out of doors, return to and remain inside the buildings. All outside doors should be locked. 3. Upon return to buildings, teachers will initiate roll call. 4. Plan quiet recreational activities for students that will help relieve tension. 5. Students and staff will remain indoors until Site Administrator is notified that the emergency situation no longer exists. 6. Cooperate with local law enforcement officials. Intruder/Active Shooter/Major Crisis Law Enforcement School Site Interaction Guidelines The following set of guidelines is designed to cause smooth and effective interaction between law enforcement and schools during major crisis, most specifically an intruder/active shooter situation. A strong sense of cooperation must exist between the two groups for these situations to be handled in the most effective way possible. These guidelines are broken down into steps that schools sites should follow to assist law enforcement in its mission. Individual school sites should meet and discuss these guidelines with their respective law enforcement officials. These guidelines are meant to be general in nature due to the obvious differences in school sites. This document should be considered an attachment to San Miguel School District Emergency Procedures Guide HOSTILE ACTS. Detailed Steps 1. 9-1-1 Give the dispatcher your name, location, and identify the problem. Identify the suspect(s), if possible, and provide a detailed physical description. Give their last known location and identify any weapons that they might have, then send or have someone notify the Superintendent's office and relate the same information and also that you have called 9-1-1. 2. Notification System Initiate site specific warning system to alert staff (a series of very short intermittent bells, and if possible, our telephone intercom system.) Activate the notification system alerting students and faculty that a crisis is occurring. 3. Lockdown School Site The school site should go into "lockdown mode" immediately upon activation of the notification systems included in #2 above: a series of very short intermittent bells and if possible our telephone intercom system. Students in the hallways, corridors, or immediately adjacent to a classroom are to be brought into the classroom if possible. All classrooms are to be secured and locked. Window coverings are to be closed and students are to be placed in a safe location out of view. Lights are to be turned off. The safest location in the classroom should be based on classroom construction and the location of doors and windows. This location should be pre-determined. Teachers should not call the office; this is to avoid tying up important personnel and the phone system. Teachers need to remain calm and be alert to changing conditions. Students should not be allowed to leave the classroom for any reason. Do not chase students if they run from the classroom or from the campus. Students should be allowed to run into classrooms or off campus during a crisis if it occurs between classes or on breaks when the students are out of the building. The key is for students to get to a safe area even if that area is off campus. Students should be encouraged to run to the staging area if they make the decision to leave the campus. School staff members should respond to their pre-assigned locations. Law enforcement personnel will clear classrooms and other locations in the school site. Students outside on the primary playground are to go into rooms 2, 3, and 4. If unsafe to go to the buildings, staff will escort students to gate in chain-link fence at southwest corner of playground and proceed south on the west side of K Street in an orderly and safe manner to the city park. Once there, initiate roll call. Students outside on the intermediate and middle school fields are to go into rooms 13, 14 and 15. If unsafe to go to the buildings, staff will escort students to the gate in the chain-link fence at southwest corner of playground and proceed south on the west side of K Street in an orderly and safe manner to the city park. Once there, initiate roll call. Students outside in the dirt area north of room 16 - 24 are to go into the gym. If unsafe to go into the gym, staff will escort students either north into the neighborhood to the corner of 19th & L Street, or south to the gate in the chain-link fence at the southwest corner of the campus and proceed south on the west side of K Street in an orderly and safe manner to the city park. Once there, initiate roll call. Students in the walkways and quad area are to be brought into the nearest class room(s), 25, 26, 27, or 28. Upon return to buildings, teachers will lock outside doors, turn off lights, move all students away from windows, and initiate roll call. A color code [paper in window, as detailed below in #8. Crisis File Folder] is to be used to notify authorities of the status in the classroom: red if there is a problem which requires immediate attention; green if there is not. Rooms that will require special procedures during a lockdown: Cafeteria: doors on the south side into the parking lot should remain locked at all times to prevent entrance of intruder from parking lot; lock north side doors and door into lounge; move children into or as near as possible to the kitchen. Administration Building: Lock all exterior doors and staff move away from windows. Library/Computer Lab: Lock both outside doors, move students from the lab into the library, lock inner doors. 4. Law Enforcement Arrival Law enforcement will arrive and immediately develop a plan to stop the intruder/active shooter(s). This plan will include a team of officers whose primary responsibility is to stop the active shooter. School personnel should not do anything to interfere with this operation. Arriving officers will also set up a perimeter around the school site and set up a command post. School staff should not only be aware of uniformed officers but also police officers in plain clothes who will be arriving at the location. Law enforcement will take over control of the incident upon their arrival. 5. Command Post Law enforcement will set up a command post in a safe area near the school site. Pre-designated school personnel should respond to the command post to act as liaisons. These are Bob Bourgault, Chad Morton, Amy Baker, Deputy Scott Curry, Sylvia Archibald, Jennie Doherty, Erin Colegrove, Curt Dubost, Jan Brown, Judy Bedell, Susan Ford, and Greg Tosti. The assigned school personnel should have the authority to make critical decisions. Law enforcement officials and school site administrators should determine primary and secondary command post locations prior to an incident to avoid confusion when a crisis actually occurs. The school office is first choice for a command post. An alternate choice is the gym. If an off-site command post is to be used it will be at the San Miguel Fire Station on Mission Street. These posts are to be equipped with keys, site maps, and any other information deemed pertinent. 6. Staging Areas Staging areas are critical for parent-student reunification and successful accounting of individual students. Law enforcement officials and school site administrators should determine primary and secondary staging area locations. These areas should be off campus and be far enough away to prevent them from being a potential target. The staging area should be divided into manageable sections that are clearly marked. They can be broken down by grade level or alphabetically. One staging area should be for students and another for arriving parents. Pre-assigned school personnel, with complete student rosters, should immediately respond to the staging area to help in quick organization of the location and to be available to arriving students and parents. Students should be checked into the staging area and then checked off upon reunification with a responsible party on their emergency card. The first choice of staging areas for parent-student reunification will be the gym. If the gym cannot be used, the secondary staging area will be the cafeteria. Staging areas for those who had to leave the campus are the city park on K Street, and the neighborhood to the north of the school campus. If a school bus on-route to the school receives word that there is an intruder alert at the school campus, it is to proceed to the city park and wait there until notified

that it is safe to proceed to the school. Children will be taken to one of the staging areas above. 7. Media The Superintendent/Principal or site administrator is assigned as media representatives and should respond to the law enforcement command post where they will be directed to meet with the law enforcement public information officer. Coordinated media releases are critical in these types of situations. School personnel should be directed not to talk with the media, but send them to the designated media representatives. 8. Crisis File Folders Crisis file folders should be located in every classroom. Crisis folders should also be kept in administration offices, cafeteria, and the library. Additional items can be added based on individual school sites. The location of these folders should not be shared with students. They should contain the following items: a. Lockdown procedures. b. One piece of green paper. This would be displayed in a visible location near the entrance point to the classroom if no students are injured and the class is secured. c. One red piece of paper. Displayed in the same manner as the green paper if there is an injured student or a life-threatening problem. d. No piece of paper can signal a problem and will cause the class to be considered a potential problem area. e. Hanging ID nametag for the school staff member. This should be printed on bright colored paper, which is easily seen by law enforcement personnel. f. Disposable gloves. g. Plastic bags that can be sealed and used as urination receptacles. h. Pens and pencils. 9. Crisis Box These boxes should be kept in 3 locations in different areas of the campus. They should be kept in a secure area away from students. These boxes should be constructed to avoid tampering or unauthorized entry. The boxes should contain the following items: 1. Aerial photo of the campus, maps, campus layout and blueprints 2. Staff and student rosters including photos 3. Master key, 3212 padlock key and pull station key 4. Gas line and utility line layouts 5. Designated command post and staging area locations 6. Fire alarm turn off procedures 7. First aid supplies which include scissors 8. List of students with special needs 9. List of key district personnel who need to be notified 10. Bolt cutters PERSONNEL GUIDE Table of Contents I. DISASTER SERVICE WORKER 30 II. TEACHERS 31 III. INSTRUCTIONAL AIDES 32 IV. SITE ADMINISTRATOR 33 V. SUPERINTENDENT 34 VI. CLERICAL STAFF 34 VII. NURSE 34 VIII. MAINTENANCE/OPERATIONS DEPARTMENT 35 IX. FOOD SERVICE WORKERS 35 X. BUS DRIVERS 36 Throughout this guide, all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained as "back-ups" to carry out their responsibilities in their place if necessary. PERSONNEL GUIDE I. DISASTER SERVICE WORKER DISASTER SERVICE WORKER – CALIFORNIA GOVERNMENT CODE, SECTION 3110 "It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or was caused emergencies which result on conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be Disaster Service Workers subject to such disaster service activities as may be assigned to them by their superiors or by law". A. Notification: When pressed into services as a Disaster Service Worker, the immediate activation of the Disaster Plan is imperative. Their Site Administrator or designee who shall receive information from the Superintendent will notify workers of assignments. B. Responsibilities: 1. Protect health and safety of students and staff. 2. Preservation of property II. TEACHERS 1. Shall be responsible for the supervision of students and will remain with students, or report to the disaster center if they do not have a class group. 2. Be in charge of all first aid for the students in their class group until an emergency first aid station is established. Make a permanent record of any first aid given and note any unusual behavior. Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use bottled water until notified that water system is safe. 3. When evacuating classroom, take your roll book, emergency supplies and water. 4. Check with buggy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children. 5. Take roll. Send notice to Site Administrator immediately of any student or staff member who is not with the class group, noting possible whereabouts, (e.g. at library, office, etc.). Take roll periodically throughout the disaster period. 6. Note on class roster the name of anyone who, for any reason, leaves the class group, first aid center, disaster center, own home, or home of authorized person. Be specific in noting names and addresses of those to whom students are released noting release time and destination. 7. If the child is released to person e.g. first aid center or disaster center, note the child's name and who child is released to on roster, and write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give name. If child is sent to a medical center away from school, identification is even more essential. 8. Be aware that there are many members of the community who are expected to assist those at the school; search and rescue volunteers, persons with special skills or equipment, those who have stored supplies, and volunteers to help teachers. 9. Encourage students to talk about their experiences and feelings. Talking gives anxious children the means to vent their apprehensions and psychologically adjust to the disaster. 10. Provide activities such as games, songs, music, stories, exercises, etc. to alleviate tension and worry. 11. Report to the Site Administrator when all students have been released. 12. Assist as directed by the Site Administrator. III. INSTRUCTIONAL AIDES 1. Responsible to direction of assigned teacher. IV. SITE ADMINISTRATOR When calling the Office if the Superintendent, say: "This is (give name) school. This is an emergency call. Connect me with the Superintendent". This call shall have priority over all other business. You will be immediately connected with the Superintendent's office. In the absence of the Superintendent, the call will be given to the Superintendent's designee. 1. Appoint guards to see that no unauthorized person goes back into the buildings until they have been declared safe. 2. Post traffic control at school gates to keep parking lot free for emergency vehicles. 3. Assess total school situation and report findings to Superintendent. 4. Determine location of disaster and first aid centers. 5. Direct the recovery of all disaster related medical supplies, equipment and information listing the location of first aid supply stations. 6. Oversee conservation and distribution of water. 7. See that parents and guardians are notified as soon as possible of any serious injury to students. If necessary, send injured children to emergency centers designated by Police/Fire/American Red Cross Officials. 8. Release students and staff according to the Superintendent's directive. 9. Under authorization/direction of the Superintendent, The Site Administrator will fully cooperate with authorized representatives of all information media, including the press, radio, and television. a) Requests from the news media for statements relating to the incident are to be referred to the Superintendent. No district employee is authorized to make a statement to the news media unless so authorized by the Superintendent. b) Equal access information, prepared statements, or other data of concern, will be provided unless expressly denied by the Education Code for the State of California. c) Provide reasonable escorted access to the facilities necessary to report the incident. d) Names of injured students or staff will not be available to the news media until contact has been made with the parents or family. 10. The Site Administrator, with the Superintendent, law enforcement agency, fire and other civil (or military) authorities, is responsible for the control and direction of the physical situation. V. SUPERINTENDENT 1. Set-up command post and evacuate district office, if necessary. 2. Check the status of all district facilities. 3. Confer with Law Enforcement, Fire and Local Officials regarding the situation at the site(s) and in the community 4. Notify Site Administrator also radio stations so that parents are informed of the situation at the school and what school plans are. 5. Release Site Administrator when all students and teachers have been released. 6. Determine plan for continuation of school following a disaster. VI. CLERICAL STAFF 1. Clerical staff shall be responsible for reporting fire or other disasters. 2. Under direction of the Site Administrator, provide for the preservation of essential school records. 3. Utilize telephones and monitor radio emergency broadcasts. 4. Funnel volunteers to location where needed. 5. Perform the duty of messenger/courier as directed. 6. Assist as directed by the Site Administrator. VII. NURSE 1. Administer and supervise administration of first aid and CPR. 2. Organize first aid and medical supplies. 3. Assist as directed by the Site Administrator. VIII. MAINTENANCE/OPERATIONS DEPARTMENT Maintenance/Operations personnel (including custodians) shall be responsible for the use of emergency equipment, the handling of supplies and the safe use of available utilities. 1. Check water, gas, and electricity. If directed by the Site Administrator, turn off utilities and intake valve on water heater. 2. Survey and report damage to Site Administrator. 3. Assist in any fire fighting or recovery activities. 4. Assist in the disbursement of supplies and equipment. 5. Assist in establishing controls to prevent the use of contaminated water. 6. Help set-up emergency sanitation facilities if needed. 7. Maintenance Personnel will assist as directed by the Maintenance Supervisor. IX. FOOD SERVICE WORKERS 1. Use, prepare, and serve, on a rationed basis, cafeteria stock and water supply whenever the feeding of students and staff becomes necessary during a disaster. 2. Assist as directed by the Site Administrator or the Director of Food Services. X. BUS DRIVERS 1. Supervise the care of students if disaster occurs while children are in bus as instructed in the "District Disaster Guide." 2. Issue "Drop-Take Cover" command if earthquake or surprise attack occurs while children are in bus. 3. Transfer students to new location when directed by district/site administration. 4. Utilize bus radios as an emergency communication system if school telephone system is inoperative. 5. Assist as directed by the Supervisor of Transportation

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/20/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2	0	0	22.0	0	2	0				
1	19.0	2	0	0	19.0	2	0	0				
2	21.0	0	1	0	22.0	0	2	0				
3	20.0	1	0	0	20.0	1	0	0				
4	24.0	0	1	0	24.0	0	1	0				
5	26.0	0	1	0	27.0	0	1	0				
6	25.0	0	1	0	26.0	0	1	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/18/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	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.

Last updated: 1/18/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	250.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.1	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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: 1/20/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9356.3	\$1626.9	\$7729.4	\$46106.0
District	N/A	N/A	\$12058.3	\$56947.0
Percent Difference – School Site and District	--	--	56.0%	23.5%
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/26/2017

### Types of Services Funded (Fiscal Year 2015-16)

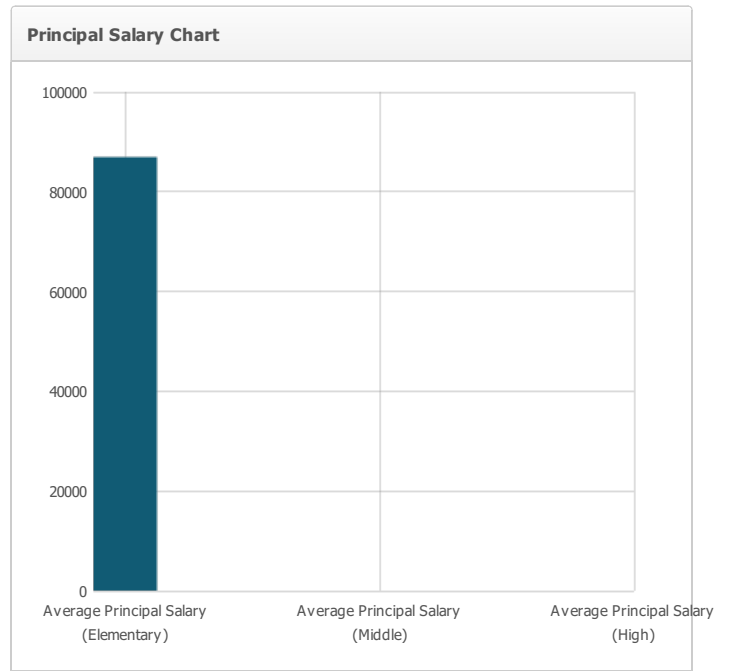
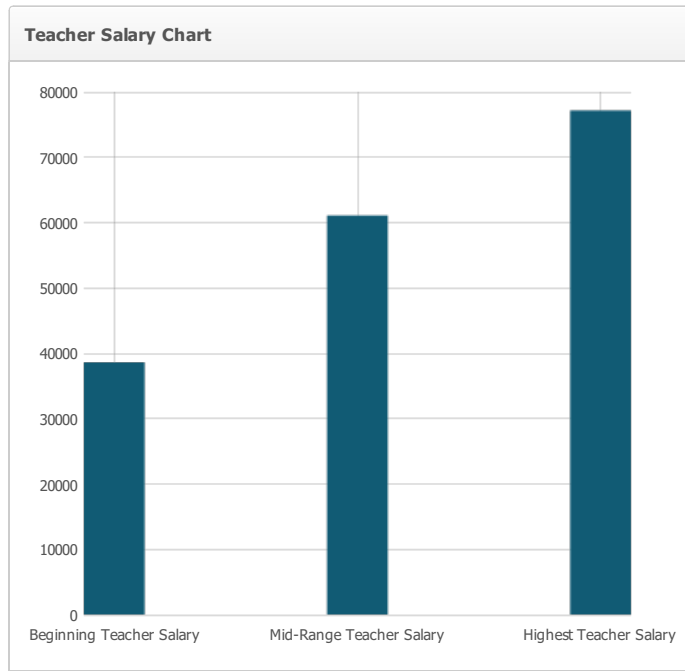
A .85 FTE Intervention Specialist has been hired to support underserved students. Additionally, 2.0 FTE Paraeducators positions also support underserved students.

*Last updated: 1/20/2017*

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,627	\$41,085
Mid-Range Teacher Salary	\$61,090	\$59,415
Highest Teacher Salary	\$77,168	\$75,998
Average Principal Salary (Elementary)	\$86,948	\$100,438
Average Principal Salary (Middle)	\$	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$149,400	\$116,069
Percent of Budget for Teacher Salaries	34.0%	33.0%
Percent of Budget for Administrative Salaries	10.0%	7.0%

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



*Last updated: 1/18/2017*

## Professional Development

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Professional growth and training is determined by the goals of the charter and the data collected from formal student assessments and surveys from families and staff. For the 2015-2016 school year, there is a total of eleven Staff Development Days, seven of which took place before the school year started. Every Wednesday is an Early Release day, where teachers participate in Professional Learning Communities (PLCs). New teachers participate in the TIP (Teacher Induction Program) Mentoring Program. Teachers and Administration attend multiple day conferences, including The Daily 5/CAFE Workshops, Google Classroom, and the California Charter School Association (CCSA) Annual Conference. All teachers develop a yearly professional growth plan and Professional Educator Portfolio that is monitored and evaluated by the administration. The teacher and Executive Director meet each trimester to review progress with each of the faculty coaches.

*Last updated: 1/18/2017*