

# Valley Children's Hospital

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

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

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

### DataQuest

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

### Internet Access

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



### Mr. Avo Atoian, Principal

Principal, Valley Children's Hospital

#### About Our School

#### Contact

Valley Children's Hospital  
9300 Valley Children's Pl., Ste. GE02  
Madera, CA 93636-8761

Phone: 559-645-3580  
E-mail: [aatoian@qvusd.org](mailto:aatoian@qvusd.org)

## About This School

### Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) |   |
|--|---|
| <b>District Name</b>                               | Golden Valley Unified   |
| <b>Phone Number</b>                                | (559) 645-3570  |
| <b>Superintendent</b>                              | Rodney Wallace  |
| <b>E-mail Address</b>                              | <a href="mailto:rwallace@gvusd.org">rwallace@gvusd.org</a>          |
| <b>Web Site</b>                                    | <a href="http://www.gvusd.k12.ca.us">http://www.gvusd.k12.ca.us</a> |

| School Contact Information (School Year 2018—19) |   |
|--|---|
| <b>School Name</b>                               | Valley Children's Hospital  |
| <b>Street</b>                                    | 9300 Valley Children's Pl., Ste. GE02                               |
| <b>City, State, Zip</b>                          | Madera, Ca, 93636-8761  |
| <b>Phone Number</b>                              | 559-645-3580  |
| <b>Principal</b>                                 | Mr. Avo Atoian, Principal   |
| <b>E-mail Address</b>                            | <a href="mailto:aatoian@gvusd.org">aatoian@gvusd.org</a>            |
| <b>Web Site</b>                                  | <a href="http://www.gvusd.k12.ca.us">http://www.gvusd.k12.ca.us</a> |
| <b>County-District-School (CDS) Code</b>         | 20755800123315  |

Last updated: 1/8/2019

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

#### School Vision

Educational Options Schools will provide a safe and inclusive setting where students can improve their academic achievement in order to graduate, explore future educational, career and technical interests, and meet behavioral expectations. Independence is determined to teach and model the value of being lifelong global citizens who respect diversity, take personal responsibility, contribute to the community, and believe that they can make a difference.

#### Mission Statement

The mission of Educational Options Schools is to provide high standards of instructional services utilizing multiple means of delivery to meet the academic, social, and behavioral needs of at-risk students. Educational Options Schools strives to support students to stay in school, progress toward the completion of high school, integrate back to comprehensive school sites, and have the technological knowledge and skills to become responsible, college and career ready, global citizens.

#### Beliefs

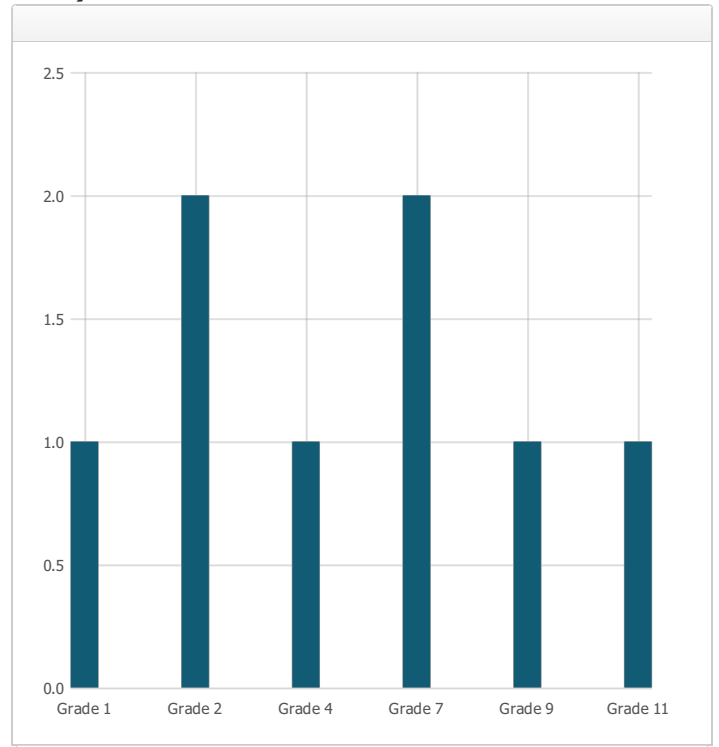
- All students can learn and achieve academically.
- All students can demonstrate positive character traits and become contributing members of society.
- Staff development and training ensure that Educational Options teachers recognize the essential components of an effective educational program.
- Education is a partnership between students, teachers, staff members, parents, and community members.

The Children's Hospital Central California School provides an educational component for students admitted to Children's Hospital. Students range in age from 5 to 18 years. Students, who are medically able, meet with a teacher for five (5) hours per week.

Last updated: 1/8/2019

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 1                 | 1                  |
| Grade 2                 | 2                  |
| Grade 4                 | 1                  |
| Grade 7                 | 2                  |
| Grade 9                 | 1                  |
| Grade 11                | 1                  |
| <b>Total Enrollment</b> | <b>8</b>           |



Last updated: 1/8/2019

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | %                           |
| American Indian or Alaska Native    | %                           |
| Asian                               | %                           |
| Filipino                            | %                           |
| Hispanic or Latino                  | 50.0 %                      |
| Native Hawaiian or Pacific Islander | 25.0 %                      |
| White                               | 25.0 %                      |
| Two or More Races                   | %                           |
| Other                               | 0.0 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 62.5 %                      |
| English Learners                    | 37.5 %                      |
| Students with Disabilities          | 12.5 %                      |
| Foster Youth                        | %                           |

## A. Conditions of Learning

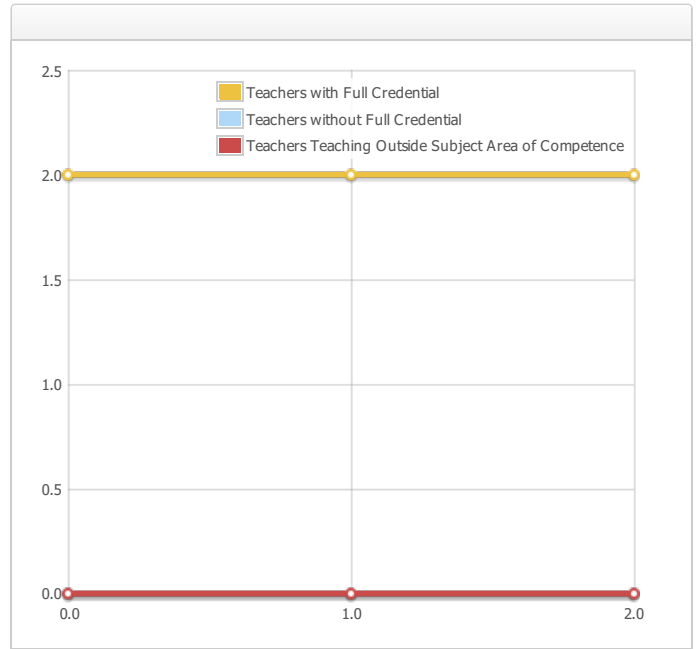
### State Priority: Basic

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

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

#### Teacher Credentials

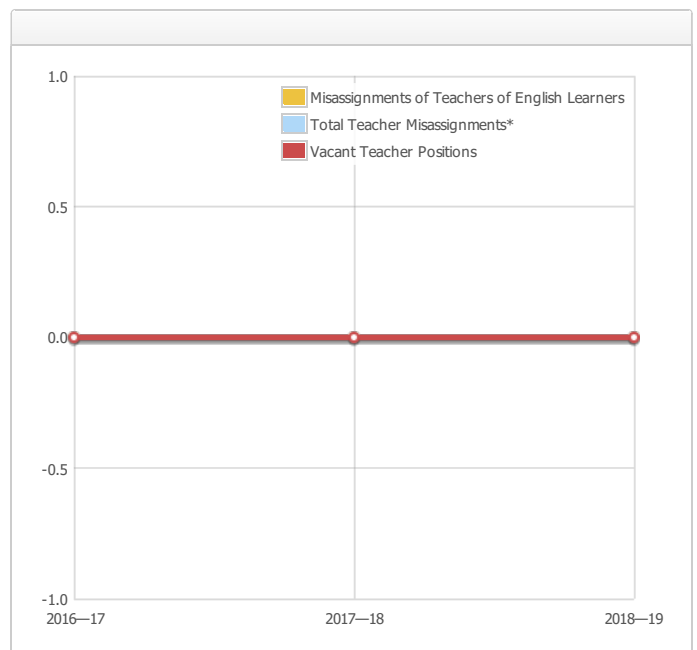
| Teachers  | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 2              | 2              | 2              | 99               |
| Without Full Credential   | 0              | 0              | 0              | 4                |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |



Last updated: 1/8/2019

#### Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/8/2019

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

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

| Subject                | Textbooks and Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | <p><b>McGraw-Hill:</b><br/>Treasures: 2012</p> <p><b>Holt McDougal</b><br/>Literature 9 - 2012<br/>Literature 10 - 2012<br/>Literature American (11) - 2012<br/>Literature British (12) - 2012</p> <p><b>Bedford/St. Martin</b><br/>Language of Composition - 2013<br/>Literature of Composition - 2011</p>  | Yes                        | 0.0 %                                      |
| Mathematics            | <p><b>Pearson:</b><br/>Envision 2.0 K-5 : 2017<br/>Envision 2.0 Middle Grades - 2017</p> <p>Math 1 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014<br/>Math 2 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014<br/>Math 3 Vol. 1 &amp; Vol. 2 (Consumable and Online) - 2014</p> <p><b>Cengage:</b><br/>Business Math - 2006</p> <p><b>EngageNY</b></p>   | Yes                        | 0.0 %                                      |
| Science                | <p><b>Houghton Mifflin Harcourt:</b><br/>California Science: 2007</p> <p><b>Holt McDougal:</b><br/>Earth Science - 2003</p> <p><b>Glencoe:</b><br/>Physics Principles and Problems - 2002</p> <p><b>Odyssey Ware:</b><br/>Environmental Science - online</p>   | Yes                        | 0.0 %                                      |
| History-Social Science | <p><b>Houghton Mifflin Harcourt: 2007</b><br/>World History Ancient Civilizations<br/>United States History Early Years<br/>California Studies<br/>Communities<br/>Neighborhoods<br/>School &amp; Family</p> <p><b>Holt McDougal:</b><br/>Modern World History, Patterns of Interaction: 2003<br/>The Americans: Reconstruction. To the 21st Century: 2003<br/>United States History: Independence to 1914: 2006</p> <p><b>Glencoe:</b><br/>Economics, Today and Tomorrow: 2003<br/>US Government, Democracy in Action: 2003</p> <p><b>Pearson:</b><br/>Government in America: People, Politics &amp; Policy: 2006</p> | Yes                        | 0.0 %                                      |
| Foreign Language       | <p><b>Holt McDougal:</b><br/>En Español 1; 2000<br/>En Español 2; 2004<br/>En Español 3; 2004</p>  | Yes                        | 0.0 %                                      |
| Health                 | <p><b>Glencoe:</b><br/>Health, A Guide to Wellness; 2003</p>   | Yes                        | 0.0 %                                      |

|                                 |   |     |       |
|---------------------------------|---|-----|-------|
| Visual and Performing Arts      | Required equipment, materials and textbooks are available for all Visual & Performing Arts courses.<br><br>No unadopted textbooks are being used. | 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: 1/8/2019*

## School Facility Conditions and Planned Improvements

Children's Hospital of Central California School is located at Children's Hospital of Central California. Information about the condition of the school's facilities may be obtained by speaking with the school principal.

Teachers provide services within the hospital or in homes of the students.

*Last updated: 1/8/2019*

## School Facility Good Repair Status

Teacher provides service within the hospital.

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

|                |
|----------------|
| Overall Rating |
|----------------|

*Last updated: 1/8/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

| Subject  | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) |                   |                   | 59.0%               | 60.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      |                   |                   | 45.0%               | 48.0%               | 37.0%            | 38.0%            |

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

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

*Last updated: 1/8/2019*



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

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

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

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

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

*Last updated: 1/8/2019*

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

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

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

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

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

*Last updated: 1/8/2019*

## 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<br>2016–17 | School<br>2017–18 | District<br>2016–17 | District<br>2017–18 | State<br>2016–17 | State<br>2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A               | N/A               | N/A                 | N/A                 | N/A              | N/A              |

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

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

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

*Last updated: 1/8/2019*

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

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

*Last updated: 1/8/2019*

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

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

# 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 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

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: 1/8/2019

## 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 2018—19)

Parental and community involvement is a very important component of the Educational Options program. The students, teachers, and administration at Educational Options are very fortunate to have strong support from parents who serve in many ways. Parents serve on School Site Council to provide input on the instructional program and advice on the use of categorical funding. Volunteers are often available to support ongoing school activities.

# State Priority: Pupil Engagement

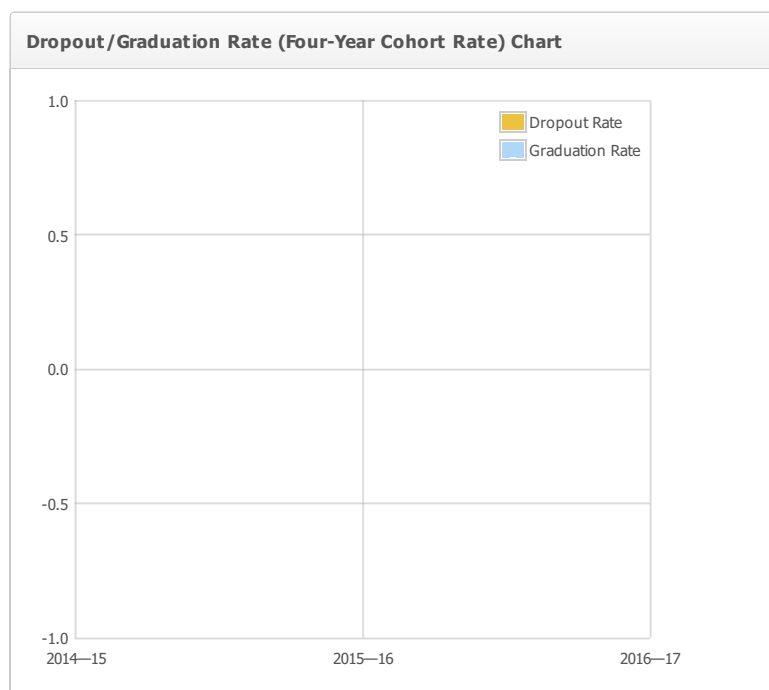
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator       | School 2014—15 | School 2015—16 | District 2014—15 | District 2015—16 | State 2014—15 | State 2015—16 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate    | --             | --             | 2.1%             | 6.9%             | 10.7%         | 9.7%          |
| Graduation Rate | --             | --             | 93.8%            | 89.9%            | 82.3%         | 83.8%         |

| Indicator       | School 2016—17 | District 2016—17 | State 2016—17 |
|-----------------|----------------|------------------|---------------|
| Dropout Rate    | --             | 5.2%             | 9.1%          |
| Graduation Rate | --             | 91.0%            | 82.7%         |



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

Last updated: 1/8/2019

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

| Student Group                       | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students                        | --     | --       | --    |
| 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          | --     | --       | --    |
| Foster Youth                        | --     | --       | --    |

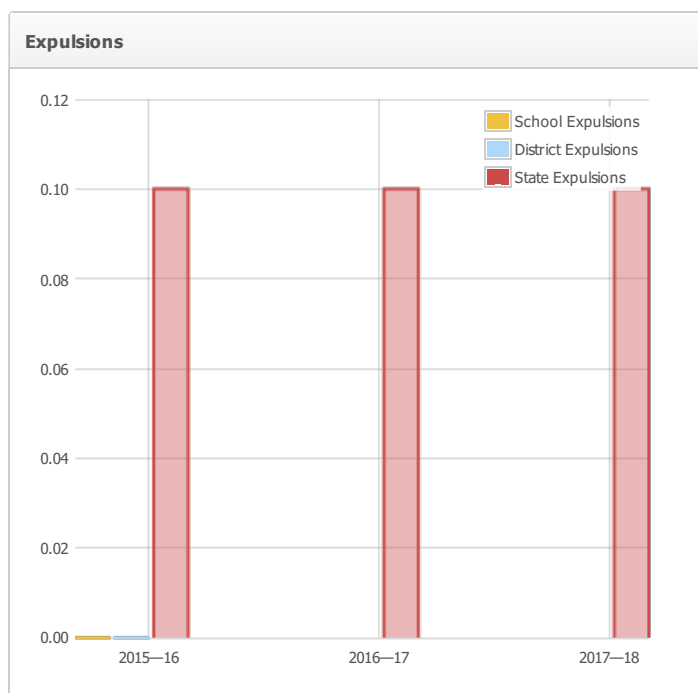
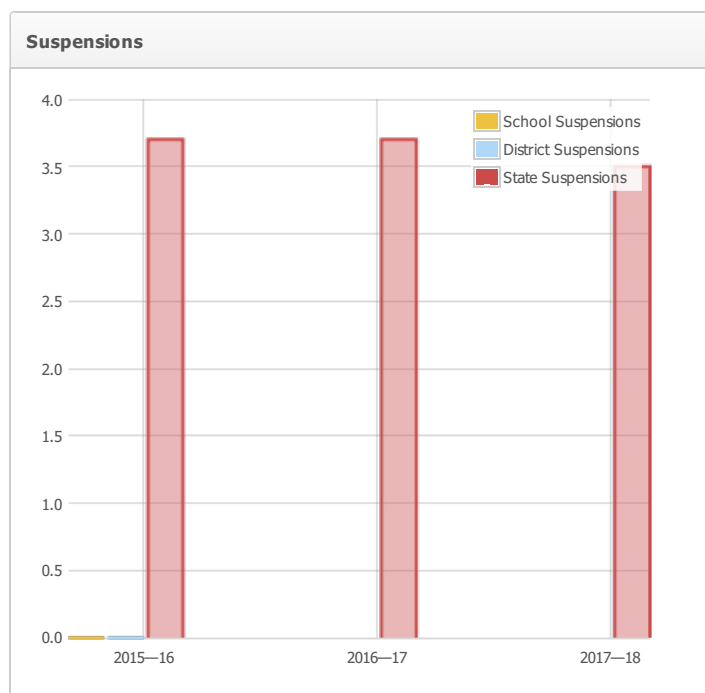
# State Priority: School Climate

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

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | --      | --      | --      | --       | --       | --       | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | --      | --      | --      | --       | --       | --       | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/8/2019

## School Safety Plan (School Year 2018—19)

Educational Options has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually often at the beginning of each School Year. Our School Site Council (SSC) approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter free. Site maintenance staff surveys their campus as the first order of business each day. They insure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority Golden Valley Unified School Board sets on safety and appearance. Educational Options' comprehensive safety plan was reviewed and updated in September of 2018 by the school's faculty. The plan with any changes is approved by the Golden Valley Unified School District Board of Trustees annually.

Last updated: 1/8/2019



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Students are taught 1 on 1 in their rooms.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

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

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

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

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

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

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

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

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           |                    |                             |                              |                            |
| 1           |                    |                             |                              |                            |
| 2           |                    |                             |                              |                            |
| 3           |                    |                             |                              |                            |
| 4           |                    |                             |                              |                            |
| 5           |                    |                             |                              |                            |
| 6           |                    |                             |                              |                            |
| Other**     |                    |                             |                              |                            |

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 2.0                | 2                           |                              |                            |
| Mathematics    | 2.0                | 2                           |                              |                            |
| Science        | 2.0                | 2                           |                              |                            |
| Social Science | 3.0                | 1                           |                              |                            |

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

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

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 3.0                | 2                           |                              |                            |
| Mathematics    | 3.0                | 2                           |                              |                            |
| Science        | 3.0                | 2                           |                              |                            |
| Social Science | 3.0                | 2                           |                              |                            |

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

| Subject        | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|----------------|--------------------|-----------------------------|------------------------------|----------------------------|
| English        | 4.0                | 1                           |                              |                            |
| Mathematics    | 3.0                | 1                           |                              |                            |
| Science        | 4.0                | 1                           |                              |                            |
| Social Science | 4.0                | 1                           |                              |                            |

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

*Last updated: 1/8/2019*

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

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  |  |  |
| Counselor (Social/Behavioral or Career Development) |  | N/A  |
| Library Media Teacher (Librarian)                   |  | N/A  |
| Library Media Services Staff (Paraprofessional)     |  | N/A  |
| Psychologist  | 0.1                                      | N/A  |
| Social Worker                                       |  | N/A  |
| Nurse   |  | N/A  |
| Speech/Language/Hearing Specialist                  |  | N/A  |
| Resource Specialist (non-teaching)                  |  | 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: 1/8/2019*

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

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil<br/>(Restricted)</b> | <b>Expenditures Per Pupil<br/>(Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | \$22506.6                           | \$1296.3                                       | \$21210.3  | \$67751.0                     |
| District                                      | N/A                                 | N/A  | \$3020.4   | \$60430.0                     |
| Percent Difference – School Site and District | N/A                                 | N/A  | 150.1%   | 11.4%                         |
| State   | N/A                                 | N/A  | \$6574.0   | \$71392.0                     |
| Percent Difference – School Site and State    | N/A                                 | N/A  | 99.4%  | -5.2%                         |

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

*Last updated: 1/8/2019*

## Types of Services Funded (Fiscal Year 2017—18)

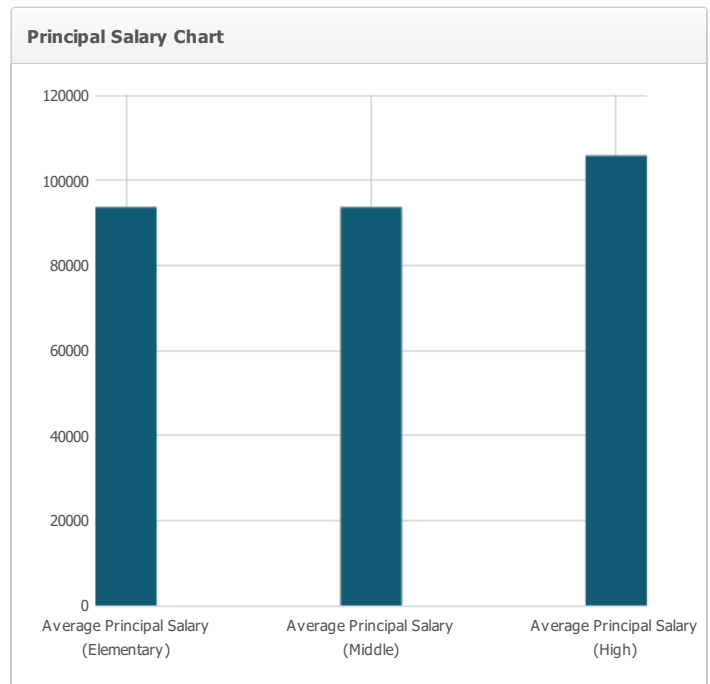
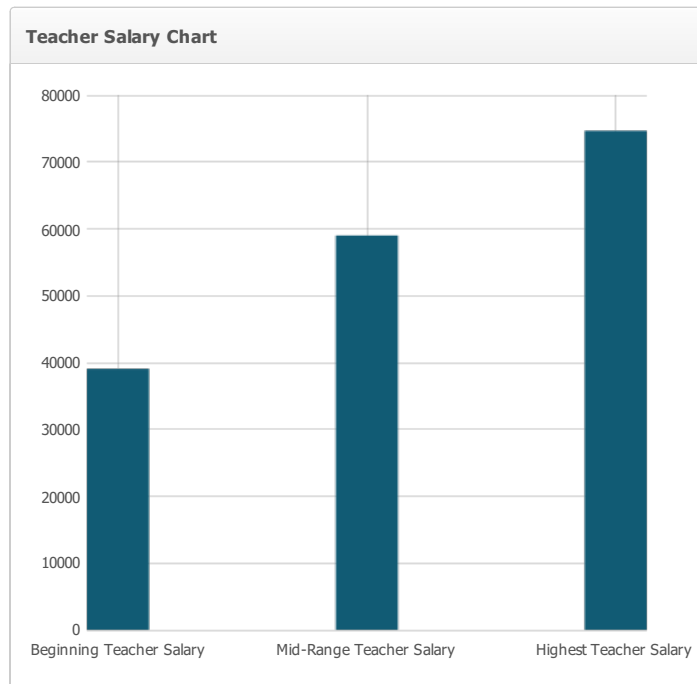
The district currently provides support to students through LCFF Supplemental program funds. After school tutoring and paraprofessional support are the primary source of expenditures in these categories as well as salaries and professional development for teachers providing support for these students.

*Last updated: 1/8/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$39,065        | \$45,681                                     |
| Mid-Range Teacher Salary                      | \$58,994        | \$70,601                                     |
| Highest Teacher Salary                        | \$74,675        | \$89,337                                     |
| Average Principal Salary (Elementary)         | \$93,644        | \$110,053                                    |
| Average Principal Salary (Middle)             | \$93,644        | \$115,224                                    |
| Average Principal Salary (High)               | \$105,786       | \$124,876                                    |
| Superintendent Salary                         | \$159,657       | \$182,466                                    |
| Percent of Budget for Teacher Salaries        | 32.0%           | 33.0%  |
| Percent of Budget for Administrative Salaries | 8.0%            | 6.0%   |

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



*Last updated: 1/8/2019*

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

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

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

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

*Last updated: 1/8/2019*

**Professional Development**

Professional development at Children's Hospital Central California School is focused on implementing the Common Core State Standards in ELA and Mathematics in line with the district. Explicit Direct Instruction and vertical as well as horizontal alignment with comprehensive school are a big focus of staff development. A large component of Professional development is also grounded in serving students that are challenging and unmotivated. Teachers and staff are also trained in State and Federal compliance laws and WASC accreditation components. Professional development has become part of the daily work life of the Educational Options teaching team. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The District has provided professional development during the 2017-18 and 2018-19 school year. Every month, the Educational Options team will be involved with professional development and collaboration.

*Last updated: 1/8/2019*