# School Accountability Report Card

# Reported Using Data from the 2017–18 School Year

**California Department of Education**

*For Blake School*

**Address: 19165 Main St. Woody, CA 93287** **Phone:** (661) 536-8559

**Principal:** Dawn Carver **Grade Span:** K-8

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

**District Contact Information (School Year 2018–19)**

| **District Name** | Blake School district |
| --- | --- |
| **Phone Number** | (661) 536-8559 |
| **Superintendent**  | Gary Bray |
| **E-mail Address** | gabray@kern.org |
| **Web Site**  | Blakesd.org |

**School Contact Information (School Year 2018–19)**

| **School Name** | Blake Elementary School |
| --- | --- |
| **Street** | 19165 Main St. |
| **City, State, Zip** | Woody, CA 93287 |
| **Phone Number** | (661) 536-8559 |
| **Principal** | Dawn Carver |
| **E-mail Address** | dacarve@blakesd.org |
| **Web Site** | Blakesd.org |
| **County-District-School (CDS) Code** | 1563354 |

**School Description and Mission Statement (School Year 2018–19)**

*Blake School is located in the small ranching town of Woody, located approximately 35 miles from Bakersfield. The school district services Kindergarten through the Eighth grade, in which the students are instructed in a K-8 grade self-contained classroom. The school currently services 13 students with and ADA of 11.4.*

*The school district employs one teacher/principal, a part-time instructional aide, one part-time secretary, and one part-time custodian. Blake school receives administration services and Speech/Language services, which are contracted through Kern County Superintendent of Schools. The school board consists of 3 board members.*

*The instructional day begins at 8:00 am, and ends at 3:00 pm, Monday through Thursday. On Fridays, the day begins at 8:00 am, and ends at 1:00 pm. The school district has a resource room/computer room, which has a total of 6 student computers, five notebooks and one laptop with a Smartboard, all with T1 internet access. For students who are at high risk, tutoring is available, as well as, small group workshops.*

*Mission Statement*

*Blake School is committed to laying a firm educational foundation for each and every student. While serving in this diverse classroom, the staff, community, and Administration are determined to achieve success in producing and active learning environment for all students. The district has high expectations of not only the students, but of the highly qualified personnel it employs. This district is focused on the whole student: Therefore, staff and volunteers must create within the classroom and campus, a safe and orderly environment conductive to learning and maturing.*

*The Blake School Board of Trustees have committed to the following 3 year goals:*

*1. Upgrade and maintain school facilities.*

*2. Attract and retain highly qualified and effective staff*

*3. Students proficient at grade level*

*4. Provide instructional materials appropriate to multi-graded classrooms*

*5. Fiscally sound protecting the classroom form reductions in services*

*6. Meeting the educational needs of the all K-8th grade students*

*7. Adoption of Educational Benchmarks for all grade levels.*

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

| **Grade Level** | **Number of Students** |
| --- | --- |
| **Kindergarten** | 1 |
| **Grade 1** | 1 |
| **Grade 2** | 3 |
| **Grade 3** | 0 |
| **Grade 4** | 1 |
| **Grade 5** | 2 |
| **Grade 6** | 1 |
| **Grade 7** | 2 |
| **Grade 8** | 2 |
| **Total Enrollment** | 13 |

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

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Black or African American**  | 0 |
| **American Indian or Alaska Native**  | 0 |
| **Asian**  | 0 |
| **Filipino**  | 0 |
| **Hispanic or Latino** | 31 |
| **Native Hawaiian or Pacific Islander**  | 0 |
| **White**  | 69 |
| **Two or More Races**  | 0 |
| **Socioeconomically Disadvantaged** | 69 |
| **English Learners** | 15 |
| **Students with Disabilities** | 8 |
| **Foster Youth** | 0 |

## 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** | **School2016–17** | **School2017–18** | **School2018–19** | **District2018–19** |
| --- | --- | --- | --- | --- |
| **With Full Credential** | 1 | 1 | 1 | 1 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**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.

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

***Year and month in which the data were collected:*** June 2018

| **Subject** | **Textbooks and Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | Houghton-Mifflin- 2016 | yes | 0 |
| **Mathematics** | McGraw-Hill- 2015 | yes | 0 |
| **Science** | McGraw-Hill- 2006 | no | 0 |
| **History-Social Science** | McGraw-Hill- 2006 | no | 0 |
| **Foreign Language** | N/A | N/A | 0 |
| **Health** | 2017 | yes | 0 |
| **Visual and Performing Arts** | 2016 | yes | 0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | 0 |

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

**School Facility Conditions and Planned Improvements**

*The school is located in the rural town of Woody, California. There are two classrooms, which are combined together which house the resource center and the computer lab, two male restrooms, two female restrooms, principal’s office, and the main classroom. Next-door is the original schoolhouse, which houses the school secretary and the school library. The school has recently painted the exterior of the main school building as well as repaired the steps to the original schoolhouse. The basketball court is in the planning stage of being replaced, as well.*

**School Facility Good Repair Status**

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

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

***Year and month of the most recent FIT report:*** May 2018

| **System Inspected** | **Rate Good** | **Rate Fair** | **Rate Poor** | **Repair Needed and Action Taken or Planned** |
| --- | --- | --- | --- | --- |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | 100 | 0 | 0 | NA |
| **Interior:** Interior Surfaces | 100 | 0 | 0 | NA |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | 100 | 0 | 0 | NA |
| **Electrical:** Electrical | 100 | 0 | 0 | NA |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | 0 | 0 | 100 | Restroom needs cleaning and sink in restroom needs cleaning |
| **Safety:** Fire Safety, Hazardous Materials | 100 | 0 | 0 | 0 |
| **Structural:** Structural Damage, Roofs | 100 | 0 | 0 | 0 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | 100 | 0 | 0 | Repair of Basketball court |

**Overall Facility Rate**

***Year and month of the most recent FIT report:*** May 2018

**Overall Rating**

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
| 0 | 100 | 0 | 0 |

## Pupil Outcomes

### State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

| **Subject** | **School 2016–17** | **School 2017–18** | **District 2016–17** | **District 2017–18** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics (grades 3-8 and 11)** | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2017–18)**

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

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.**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** | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A |
| **Black or African American**  | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A |
| **Students with Disabilities**  | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A |

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

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The 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.

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

*Due to the small size and remote location of the school, Career Technical Education Programs are not available. Blake School District uses Ag in the classroom to demonstrate the value of agriculture in our community and lives.*

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

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

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

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

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

Note: 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.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)**

*Two of the parents are members of the Board of Trustees, so they are able to bring any parental concerns straight to the board at any and every meeting. All monthly board meetings (except for any Closed Sessions) are open to the public. Any concerned parent that is not a member of the Board is more than welcome to attend and provide comments that are considered in all decision making. Since there is no bus, the teacher/principle and parents have daily contact when the students are dropped off and/or picked up. Some parents are also classroom volunteers. The parents are also consulted during parent/teacher conferences held at the end of every quarter. Blake School also utilizes an annual survey of parents, students, and community members to collect the ideas and priorities of those individuals.*

### 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** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Graduation Rate** | 100 | 100 | 100 | 100 | DPC | DPC |

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

| **Indicator** | **School 2016–17** | **District 2016–17** | **State 2016–17** |
| --- | --- | --- | --- |
| **Dropout Rate** | 0 | 0 | DPC |
| **Graduation Rate** | 100 | 100 | DPC |

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/>.

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

| **Student Group** | **School** | **District** | **State** |
| --- | --- | --- | --- |
| **All Students** | N/A | N/A | N/A |
| **Black or African American** | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A |
| **White**  | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A |
| **Students with Disabilities** | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A |

### 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**

| **Rate** | **School 2015–16** | **School 2016–17** | **School 2017–18** | **District 2015–16** | **District 2016–17** | **District 2017–18** | **State 2015–16** | **State 2016–17** | **State 2017–18** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Suspensions** | 0 | 0 | 0 | 0 | 0 | 0 | DPC | DPC | DPC |
| **Expulsions** | 0 | 0 | 0 | 0 | 0 | 0 | DPC | DPC | DPC |

**School Safety Plan (School Year 2018–19)**

*The School Safety Plan was completed in the Spring of 2008 and has been fully implemented. The Safety Plan is reviewed yearly by staff and Superintendent. Staff is trained at the beginning of each school year on the Safety procedures. Students participate in a Disaster Drill (Earthquake simulation) and a Fire drill at least twice a year.*

## D. Other SARC Information

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)**

| **Grade Level** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | 0 | 0 | 0 | 0 |
| **1** | 0 | 0 | 0 | 0 |
| **2** | 0 | 0 | 0 | 0 |
| **3** | 0 | 0 | 0 | 0 |
| **4** | 0 | 0 | 0 | 0 |
| **5** | 0 | 0 | 0 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other\*\*** | 10 | 1 | 0 | 0 |

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)**

| **Grade Level** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | 0 | 0 | 0 | 0 |
| **1** | 0 | 0 | 0 | 0 |
| **2** | 0 | 0 | 0 | 0 |
| **3** | 0 | 0 | 0 | 0 |
| **4** | 0 | 0 | 0 | 0 |
| **5** | 0 | 0 | 0 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other\*\*** | 13 | 1 | 0 | 0 |

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)**

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | 0 | 0 | 0 | 0 |
| **1** | 0 | 0 | 0 | 0 |
| **2** | 0 | 0 | 0 | 0 |
| **3** | 0 | 0 | 0 | 0 |
| **4** | 0 | 0 | 0 | 0 |
| **5** | 0 | 0 | 0 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other\*\*** | 13 | 1 | 0 | 0 |

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

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

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

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English** | 10 | 1 | 0 | 0 |
| **Mathematics** | 10 | 1 | 0 | 0 |
| **Science** | 10 | 1 | 0 | 0 |
| **Social Science** | 10 | 1 | 0 | 0 |

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

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

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

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

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

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

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

| **Title** | **Number of FTE\*Assigned to School** | **Average Number ofStudents perAcademic Counselor** |
| --- | --- | --- |
| **Academic Counselor** | 0 | 13 |
| **Counselor (Social/Behavioral or Career Development)**  | 0 | N/A |
| **Library Media Teacher (Librarian)** | 0 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 0 | N/A |
| **Psychologist** | 0 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 0 | N/A |
| **Speech/Language/Hearing Specialist** | 0 | N/A |
| **Resource Specialist (non-teaching)** | 0 | N/A |
| **Other** | 0 | N/A |

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

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

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

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | $**18,872** | DPL | $**18,872** | $51,805.00 |
| **District** | N/A | N/A | $**18,872** | $51,805.00 |
| **Percent Difference – School Site and District** | N/A | N/A | 0 | 0 |
| **State** | N/A | N/A | **$11,548** | $61,939 |
| **Percent Difference – School Site and State** | N/A | N/A | 61 | 84 |

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

**Types of Services Funded (Fiscal Year 2017-18)**

*Blake School participates in Tobacco Use Prevention Education, Drug-Free Red Ribbon Week, California Healthy Kids Survey and the board completed a Truancy Reduction program in School Year 2012. Scholastic Reading Counts! And Studies Weekly Curriculum for both science and social studies are implemented into the classroom.*

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

| **Category** | **DistrictAmount** | **State AverageFor DistrictsIn Same Category** |
| --- | --- | --- |
| **Beginning Teacher Salary** | 47,680 | 28,475 |
| **Mid-Range Teacher Salary** | 49,740 | 79,513 |
| **Highest Teacher Salary** | 54,240 | 130,551 |
| **Average Principal Salary (Elementary)** | 54,240 | N/A |
| **Average Principal Salary (Middle)** | 0 | N/A |
| **Average Principal Salary (High)** | 0 | N/A |
| **Superintendent Salary** | 0 | N/A |
| **Percent of Budget for Teacher Salaries** | DPC | N/A |
| **Percent of Budget for Administrative Salaries** | DPC | N/A |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at [https://www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

| **Subject** | **Number ofAP Courses Offered\*** | **Percent of StudentsIn 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 |

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

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

**Professional Development**

*For the 2017-2018 school year, the teacher attended training on LCAP procedure.*