



Last updated: 11/21/2017

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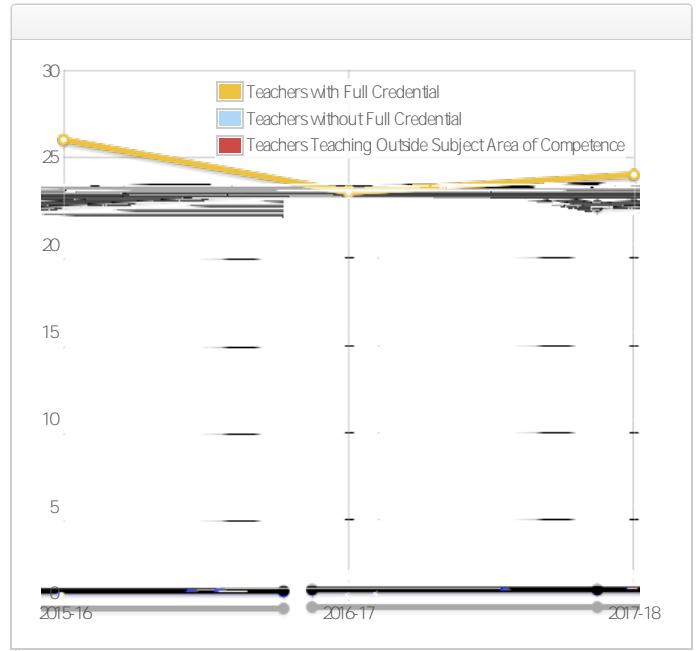
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The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

With Full Credential	26	23	24	1192
Without Full Credential	1	1	1	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



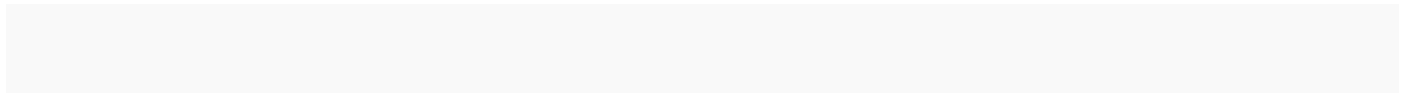
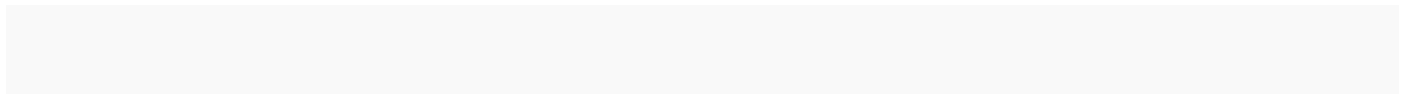
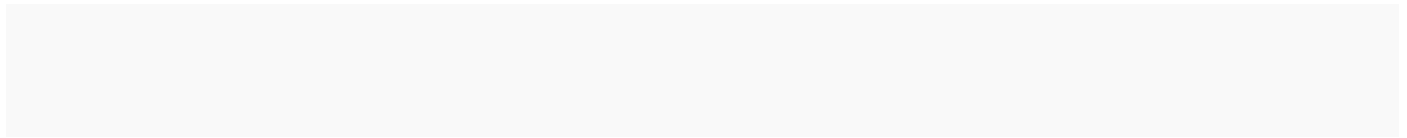
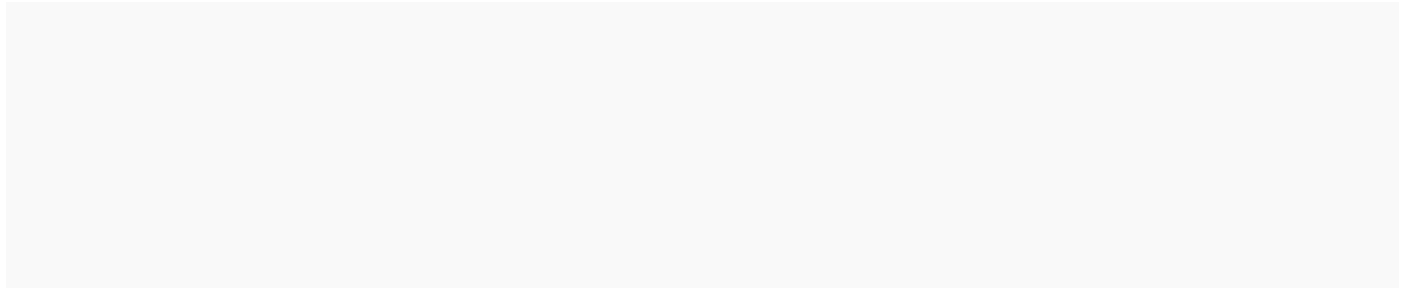
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Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

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Year and month in which the data were collected: October 2017



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

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missing or damaged sprinkler heads).
Emergency alarms appear to be functional.
Emergency exit signs function as designed, exits are unobstructed.
Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled property).

Structural: Structural
Damage, Roofs

Good

Actions wery

a

B

q

e

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

Last updated: 1/23/2018

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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 le

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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 r

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The SAR

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

Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

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

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

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*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.

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For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://wbb.ct.gov/w_bficatptu

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