

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2018-19 school year. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2018-2019.

School Information		District Information	
<b>School Name</b>	Joan Macy School	<b>District Name</b>	Bonita Unified School District
<b>Principal</b>	Monica Kirk	<b>Superintendent</b>	Carl J. Coles
<b>Street</b>	1350 3 <sup>rd</sup> Street	<b>Street</b>	115 W. Allen Avenue
<b>City, State, Zip</b>	La Verne, CA 91750	<b>City, State, Zip</b>	San Dimas, CA 91773
<b>Phone Number</b>	909-596-3173	<b>Phone Number</b>	909-971-8200
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<b>CDS Code</b>	19-64329-7066079	<b>SARC Contact</b>	Mark Rogers

**School Description and Mission Statement**

Joan Macy School offers an educational program designed to meet the specific needs of our students. We are a non-public school and work collaboratively with Bonita Unified School District, as well as other surrounding school districts, to meet the educational needs of the students. We are fully certified by the California Department of Education to serve the young women grades 1<sup>st</sup> to 12<sup>th</sup>. Since most of our students participate in an integrated therapeutic program consisting of personal and family counseling, our school routine is flexible and individualized to meet the particular needs of our population. The ultimate goal of our program is to positively return girls to the community setting.

**Goal Statement**

The purpose of Joan Macy School is to provide a beneficial environment where students can develop academic, social, and vocational skills that will enable them to transition independently and successfully into the community.

**Opportunities for Parental Involvement**

<b>Contact Person Name</b>	<i>Monica Kirk</i>	<b>Contact Person Phone Number</b>	<i>909-596-3173</i>
Parents/guardians, placing entities, and community members are encouraged to participate in the educational program of our students. Most are interested in their student's well-being and are continuously invited to visit and support school functions. Throughout the school year, the Principal and Program Assistants send out informative correspondence and reports to parents/guardians. Comments are always welcome and appreciated.			

**I. Demographic Information**

**Student Enrollment, by Grade Level**

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).  
March 2019 CBEDS

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 7	6
Grade 1	0	Grade 8	10
Grade 2	0	Grade 9	4
Grade 3	0	Grade 10	8
Grade 4	0	Grade 11	4
Grade 5	1	Grade 12	7
Grade 6	1	Total Enrollment	41

**Student Enrollment, by Ethnic Group**

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	5	12%	Hispanic or Latino	18	44%
American Indian or Alaska Native	0	0	Pacific Islander	0	0

Asian	2	5%	White (Not Hispanic)	14	34%
Filipino	0	0%	Multiple or No Response	2	5%

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	Summer 2018	Date Last Discussed with Staff	September 2018
The school Safety Committee annually reviews and revised the School Safety Plan and Emergency Procedures. These policies are kept on file in the School Office as well as included in each staff member's Site Manual. The staff Site Manual contains the school schedule, code of conduct for students and school wide discipline plan that govern the student's behavior while enrolled at Joan Macy School. These are reviewed and signed by each student as she completes the Orientation process.			

### School Programs and Practices that Promote a Positive Learning Environment

Joan Macy School strives to provide a positive, structured learning environment that stimulates learning while promoting self-management in our students. We provide a safe environment and the tools necessary for academic achievement and character development that will encourage students to make positive personal choices. In addition to academic courses, Joan Macy School offers elective opportunities, which are an excellent way to enrich the academic routine while developing individual skills. The following electives are offered:

Art / Mixed Media	Dance
Gardening	Drama
Independent Study	Literacy Outreach
Life 101	ROP
Home Economics	Teacher Assistant Training
Woodshop	Work Experience

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2017	2018	2019
Number of Suspensions	1	3	15
Rate of Suspensions	3%	8%	43%
Number of Expulsions	0	0	0
Rate of Expulsions	0	0	0

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Joan Macy School strives to provide a safe and attractive environment that facilitates and promotes learning. Joan Macy School is located on the campus of the David & Margaret Home, a residential treatment facility for adolescent females. Joan Macy School was established in 1989 and currently houses 4 classrooms, 4 instructional classes, 1 industrial arts classroom, and 1 multipurpose room. Additional shared facilities with the residential program include a large multipurpose assembly room, outdoor recreation area (including a pool) and agriculture area. The custodial staff provides daily maintenance of the facility at a time when it will not be disruptive to the instructional process. The facilities are appealing and meet the educational needs of the students.

Emergency procedures are posted and reviewed with the faculty and students each year. On a monthly basis, fire, earthquake or evacuation drills are scheduled. The agency perimeter is securely gated and the staff enforces the closed campus policy for students. School Program Assistants serve as behavioral support to assist in keeping a safe and peaceful school environment. Visitation rights are restricted while school is in session and parents/guardians are encouraged to visit the campus with arrangements made in advance.

### **III. Academic Data**

#### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

*\* Joan Macy School administers the Smarter Balanced Assessment Consortium (SBAC) as mandated by the state to students in grades 3-8 and 11 for ELA and Math. Grades 5, 8 and High school are also tested in Science. Assessments are given through specific district test windows. Districts either mail scores or put scores in student's electronic accounts.*

#### **California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

*\* Joan Macy School administers the Smarter Balanced Assessment Consortium (SBAC) as mandated by the state to students in grades 3-8 and 11 for ELA and Math. Grades 5, 8 and High school are also tested in Science. Assessments are given through specific district test windows. Students with significant cognitive disabilities are tested with CAA or CAST if specified in their IEP. Districts either mail scores or put scores in student's electronic accounts.*

#### **Norm Referenced Test (NRT)**

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

*\* Joan Macy School administers the Smarter Balanced Assessment Consortium (SBAC) as mandated by the state to students in grades 3-8 and 11 for ELA and Math. Grades 5, 8 and High school are also tested in Science. Assessments are given through specific district test windows. Districts either mail scores or put scores in student's electronic accounts.*

#### **California Physical Fitness Test**

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

*\* Students at Joan Macy School in grades 5, 7, 9 participates the Physical Fitness Testing. Districts either mail scores or put scores in student's electronic accounts. Districts either mail scores or put scores in student's electronic accounts.*

### **Academic Performance Index (API)**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

*\* Students at Joan Macy School participate the state mandated standardized testing cycle. However, as the district is aware, Joan Macy School does not currently receive API information for the school site. The district is researching how to provide Joan Macy School with the necessary results.*

### **State Award and Intervention Programs**

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### **Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2018. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

*\* Students at Joan Macy School participate the mandated standardized testing cycle. However, as the district is aware, Joan Macy School does not currently receive APY information segregated by school site. The district is researching how to provide Joan Macy School with the necessary information.*

## **IV. School Completion (Secondary Schools) California High School Exit Exam (CAHSEE)**

Beginning with the graduating class of 2016, students in California public schools *are no longer required to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma*

### **Dropout Rate and Graduation Rate**

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School		
	2017	2018	2019
<b>Enrollment (9-12)</b>	22	27	23
<b>Number of Dropouts</b>	0	0	0
<b>Dropout Rate (1-year)</b>	0	0	0
<b>Graduation Rate</b>	2	8	2

## **V. Class Size Average Class Size and Class Size Distribution**



Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2017				2018				2019			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
K-3	0	0	0	0	0	0	0	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	10	1	0	0	10	1	0	0	11	1	0	0
Other	8	3	0	0	8	3	0	0	10	3	0	0

#### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2017				2018				2019			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	2	0	0	8	2	0	0	8	2	0	0
Mathematics	8	2	0	0	8	2	0	0	8	2	0	0
Science	8	2	0	0	8	2	0	0	8	2	0	0
Social Science	8	2	0	0	8	2	0	0	8	2	0	0

#### Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. \* *This does not apply to Joan Macy School.*

#### VI. Teacher and Staff Information

##### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	1*	To be provided by LEA
All Schools in District	---	
High-Poverty Schools in District	---	
Low-Poverty Schools in District	---	

*\*Teachers hold core subject credentials -- Special Education (mild/moderate) & Clear Subject-Matter*

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2017	2018	2019
<b>Total Teachers</b>	4	4	5
<b>Teachers with Full Credential</b>	4	4	5
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2017	2018	2019
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School
<b>Doctorate</b>	0
<b>Master's Degree plus 30 or more semester hours</b>	40%
<b>Master's Degree</b>	20%
<b>Bachelor's Degree plus 30 or more semester hours</b>	40%
<b>Bachelor's Degree</b>	0%
<b>Less than Bachelor's Degree</b>	0%

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2017	2018	2019
<b>Vacant Teacher Positions</b>	0	0	0

### Teacher Evaluations

*Currently, Joan Macy School employees participate in performance evaluations of their work performance at the end of their orientation period and annually in the spring thereafter. Performance evaluations are intended to assist with the professional development and improvement of the school staff. All teaching staff were evaluated during the school year.*

### Substitute Teachers

*When a teacher is absent, teacher's classes are covered by a qualified substitute. We have one qualified substitute onsite that assists*

*in the School Office and is called upon to cover as needed. Occasionally an administrator is also used for coverage in the classroom. Securing an adequate supply of qualified substitutes continues to be a challenge, especially with the uniqueness and specialized training required to serve the student population of Joan Macy School. Substitutes earn a daily rate of pay competitive with surrounding districts.*

### **Counselors and Other Support Staff**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Psychologist</b>	LEA provided
<b>Social Worker</b>	2 (D&M)
<b>Nurse</b>	1 (D&M)
<b>Speech/Language/Hearing Specialist</b>	1 (Subcontractor)

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
0	0

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

*Joan Macy School was established to provide an educational program for at-risk youth who require a more comprehensive treatment plan. The classroom staff coordinates educational and therapeutic needs of each student. Students follow academic course requirements set by the district while improving self-management skills under staff's professional guidance and organized feedback opportunities. At Joan Macy, we address the behavior and/or emotional issues, which have led to difficulties in other school settings. These are typically a combination of the following:*

*Aggressiveness, Anxiety, Chronic Truancy, Crimes against people / property, Delays in Social or Emotional Development, Depression, Hyperactivity, Impulsivity, Self-destructiveness, Suicidal ideation / attempts, and Withdrawal*

*Our teaching staff is fully credentialed and trained in diagnostic and prescriptive techniques to maximize teaching opportunities. With the low student-teacher ratio, our students receive the individualized attention they require in order to be successful.*

### **Professional Development**

*Teachers, paraprofessionals and administrative staff participate in regular staff development. Staff development is held in October with, when funds permit, additional days set aside for staff members to attend workshops, conferences, curriculum seminars, and work on site management issues. The instructional program is regularly reviewed and revised to address the specific needs of our changing population.*

### **Quality and Currency of Textbooks and Other Instructional Materials**

*Joan Macy School ensures that there are sufficient Common Core textbooks to fully support the school's instructional program. Teachers also use additional supplemental and reference materials in their classrooms to engage student learning, making use of multimedia supplementary materials to aid in classroom instruction.*

### **Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics,

science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Sufficient textbooks
Mathematics	Sufficient textbooks
Science	Sufficient textbooks.
History/Social Science	Sufficient textbooks
Foreign Language	Offered only during summer school.
Health / Freshmen Studies	Sufficient textbooks
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment for hands-on approach.

#### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	0	36,000
1	0	50,400
2	0	50,400
3	0	50,400
4	0	54,000
5	57,015	54,000
6	57,015	54,000
7	57,015	54,000
8	57,015	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

#### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

#### Total Number of Minimum Days

*During the 2019-2020 school year, we had Compact Day Fridays and longer school days Mon-Thursday and 1 irregular day for Graduation.*

#### VIII. Post-Secondary Preparation (Secondary Schools)

##### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

*Currently not offered at out site. Students requiring such courses are able to access them through the comprehensive high school campus.*



**Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission**

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
N/A		

**Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission**

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
N/A		

**SAT I Reasoning Test**

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School		
	2017	2018	2019
Grade 12 Enrollment	2	9	7
Percent of Grade 12 Enrollment Taking Test	0	0	0
Average Verbal Score	-	-	-
Average Math Score	-	-	-

**College Admission Test Preparation Course Program**

*Joan Macy School is a nonpublic school. The majority of our graduates elect to attend community college or vocational trade schools. At this time, we do not offer college admission test preparation programs.*

**Degree to Which Students Are Prepared to Enter Workforce**

*Joan Macy School offers an on-campus Work Experience program. Students earn a work allowance in addition to school credits. In addition as wards and/or dependents of the court system, students are encouraged to participate in the Independent Living Program (ILP) offered by the surrounding counties to explore job readiness. The majority of our students enter the work force immediately after graduation from high school or they enroll in a community college program.*

**Enrollment and Program Completion in Career/Technical Education (CTE) Programs**

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2004-2005 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course	Number of	Number of	Completion Rate	Number of	Number Earning	Graduation Rate

Enrollment	Concentrators	Completers		Completers	Diploma	
N/A						

#### IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

**Average Salaries** (Fiscal Year 2016-2017) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	Joan Macy Amount
Beginning Teacher Salary	42,134
Mid-Range Teacher Salary	63,338
Highest Teacher Salary	91,833
Average Principal Salary (Elementary)	0
Average Principal Salary (Middle)	0
Average Principal Salary (High)	80,000
Superintendent Salary	N/A
Percent of Budget for Teacher Salaries	28.07%
Percent of Budget for Administrative Salaries	5%

#### Types of Services Funded

*General fund:*

*Teacher salaries, paraprofessional salaries, administrative salaries, facility costs, professional development, classroom materials, technology upgrades, transportation costs*

*Categorical fund (General Fund):*

*Curriculum support materials, student consumable materials, elective/vocational class support, professional development, classroom materials*