

Andres Duarte Arts Academy (TK-8)

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. Scott Moses, Principal

Principal, Andres Duarte Arts Academy (TK-8)

About Our School

Contact

Andres Duarte Arts Academy (TK-8)
1433 Crestfield Dr.
Duarte, CA 91010-2206

Phone: 626-599-5101
E-mail: smoses@duarteusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Duarte Unified
Phone Number	(626) 599-5000
Superintendent	Gordon Amerson
E-mail Address	gamerson@duarteusd.org
Web Site	www.duarteusd.org

School Contact Information (School Year 2018—19)	
School Name	Andres Duarte Arts Academy (TK-8)
Street	1433 Crestfield Dr.
City, State, Zip	Duarte, Ca, 91010-2206
Phone Number	626-599-5101
Principal	Mr. Scott Moses, Principal
E-mail Address	smoses@duarteusd.org
Web Site	http://www.duarteusd.org
County-District-School (CDS) Code	19644696012918

Last updated: 12/7/2018

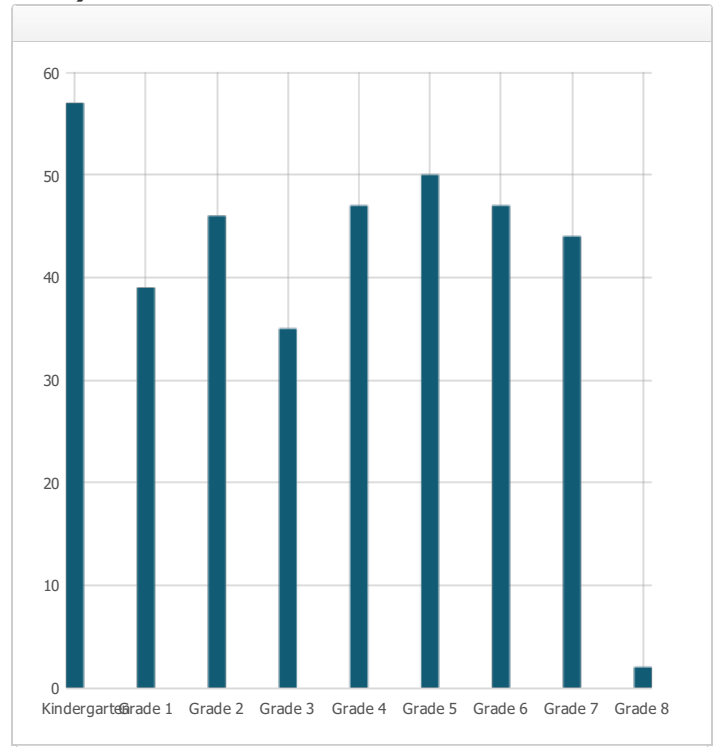
School Description and Mission Statement (School Year 2018—19)

At Andres Duarte, our mission is to develop the social and intellectual capabilities of all our students in a safe, caring and challenging environment. Andres Duarte Arts Academy is experiencing a renaissance with a focus on expanding our implementation of Artful Learning strategies into our curriculum, increasing elective options, and offering music, movement and arts to our entire learning population. We are committed to supporting students of all learning levels with program options within, and beyond the school day, addressing varying backgrounds, targeting the needs of the individual while maintaining rigorous learning expectations. Through intentional and directed collaboration, our staff monitors and adjusts instruction to remain informed, aware and focused on student achievement. We are home to a comfortable and expansive TK-8 campus which serves our population with the benefits 1 to 1 technology, library/media resource room, multi-purpose room and accessibility to music, dance, art and school-wide incentive programs all with a dedicated staff in a service centered environment.

Last updated: 12/7/2018

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	39
Grade 2	46
Grade 3	35
Grade 4	47
Grade 5	50
Grade 6	47
Grade 7	44
Grade 8	2
Total Enrollment	367



Last updated: 12/7/2018

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

Student Group	Percent of Total Enrollment
Black or African American	6.3 %
American Indian or Alaska Native	%
Asian	3.8 %
Filipino	4.1 %
Hispanic or Latino	78.7 %
Native Hawaiian or Pacific Islander	%
White	5.2 %
Two or More Races	1.1 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.8 %
English Learners	35.4 %
Students with Disabilities	16.1 %
Foster Youth	1.6 %

A. Conditions of Learning

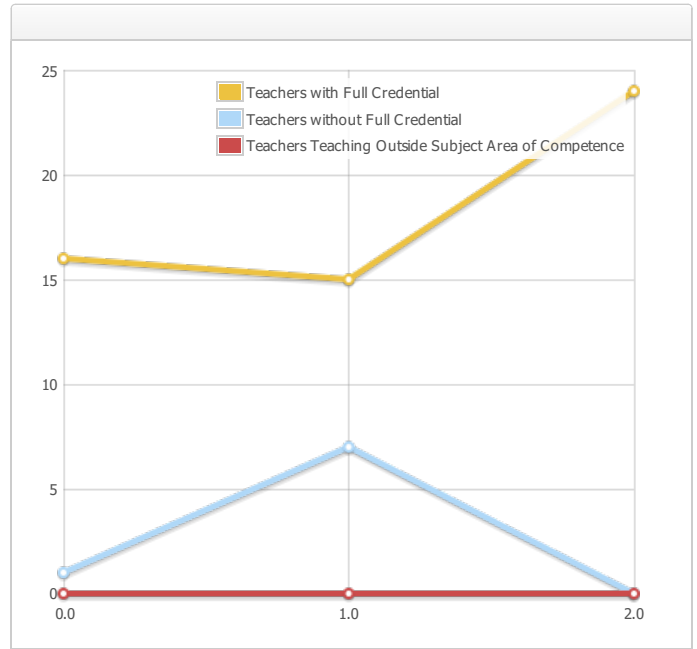
State Priority: Basic

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

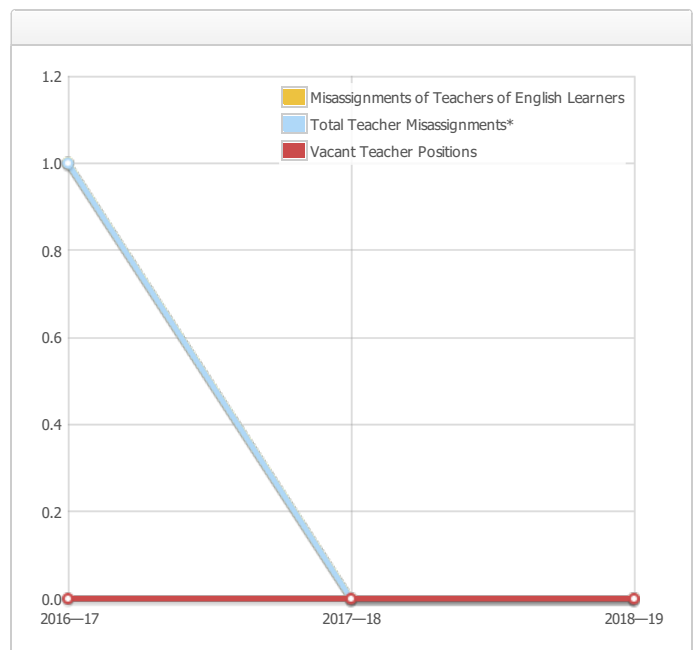
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	15	24	190
Without Full Credential	1	7	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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: 12/17/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades TK-5 Reading / Language Arts McGraw-Hill Education Publisher CA Wonders C2017</p> <p>Grade 6 Reading / Language Arts Macmillan/McGraw-Hill Publisher CA Treasures C2010</p> <p>Grades 7-8 Reading / Language Arts Pearson/Prentice Hall Publisher Literature: Timeless Voices, Timeless Themes C2002</p>	Yes	0.0 %
Mathematics	<p>Grades TK-5 Math SWUN Math, LLC Publisher SWUN Math C2017</p> <p>Grade 6 Math McGraw-Hill Education Publisher CA Math Course 1 C2017</p> <p>Grades 7-8 Math McGraw-Hill Education Publisher CA Math Course 2 & 3 C2017</p>	Yes	0.0 %
Science	<p>Grades K-6 Science Harcourt School Publisher CA Science C2008</p> <p>Grades 7-8 Science Pearson/Prentice Hall Publisher CA Focus on Life Science C2008 CA Focus on Physical Science C2008</p>	No	0.0 %
History-Social Science	<p>Grades K-6 Social Science Harcourt School Publisher Reflections Social Science, California Series C2007</p> <p>Grades 7-8 Social Science Glencoe/McGraw Hill School Publisher Discovering Our Past, California Series C2006</p>	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 12/18/2018

School Facility Conditions and Planned Improvements

Although Andres Duarte is an older facility, we have evaluated and made various recommendations to upgrade and update our campus. This year has been a major focus of updating facilities including improving campus aesthetics, intensive cleaning duties, reducing superfluous materials and a campus-wide expectation of student and staff responsibility of a clean and presentable campus.

We have currently made several recommendations for upgrading facilities including playground upgrades, improving safety, improving ingress and egress on campus, upgrading multi-purpose room, updating overall aging structures, updating furniture, maintaining current repair needs, and painting the entire campus including interior and exterior facilities.

Administration works closely with site leadership, site custodial staff and district facilities department to review, monitor and recommend facilities needs including standard daily upkeep and long term upgrades and repairs.

Last updated: 12/17/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Good
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Last updated: 12/17/2018

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 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)	30.0%	24.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	16.0%	34.0%	36.0%	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: 12/7/2018

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	204	202	99.02%	23.76%
Male	109	108	99.08%	25.00%
Female	95	94	98.95%	22.34%
Black or African American	17	17	100.00%	5.88%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	166	165	99.40%	22.42%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	184	182	98.91%	23.08%
English Learners	90	90	100.00%	23.33%
Students with Disabilities	28	28	100.00%	
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: 12/7/2018

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	205	202	98.54%	15.84%
Male	110	108	98.18%	20.37%
Female	95	94	98.95%	--
Black or African American	17	17	100.00%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	167	165	98.80%	15.15%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	185	182	98.38%	15.38%
English Learners	90	90	100.00%	16.67%
Students with Disabilities	29	28	96.55%	
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: 12/7/2018

**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 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: 12/7/2018

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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: 12/7/2018

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
5	22.0%	24.0%	20.0%
7	19.5%	31.7%	14.6%

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: 1/11/2019

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)

Andres Duarte Arts Academy continues to seek ways to increase and sustain parent participation. Parent volunteers serve on School Site Council, ELAC (English Learner Advisory Council) in addition to various district committees. We are building a new parent base with a clear focus on growing and nurturing our Parent Teacher Association (PTA), working to continually increase membership and involvement opportunities.

We encourage and seek ways to increase parent involvement on all levels including attending field trips, and providing support for special events like student recognition days, carnival and other school sponsored events. Parent volunteers also work in classrooms as well. Parent events and night events are provided to parents on a variety of topics based on interests and needs. Andres Duarte also benefits from several community partnerships, including Duarte Parks and Recreation, Safe School Ambassadors, Duarte Sheriff's Outreach programs, Rotary, Duarte Elks, City of Hope and THINK Together.

State Priority: Pupil Engagement

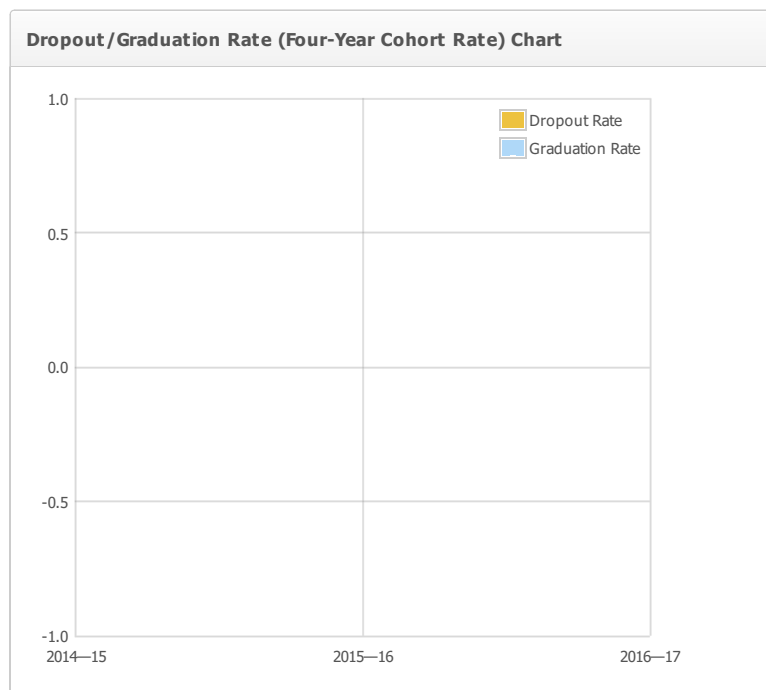
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	3.1%	6.0%	10.7%	9.7%
Graduation Rate	--	--	96.2%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	17.0%	9.1%
Graduation Rate	--	63.7%	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: 1/11/2019

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	--	--	--

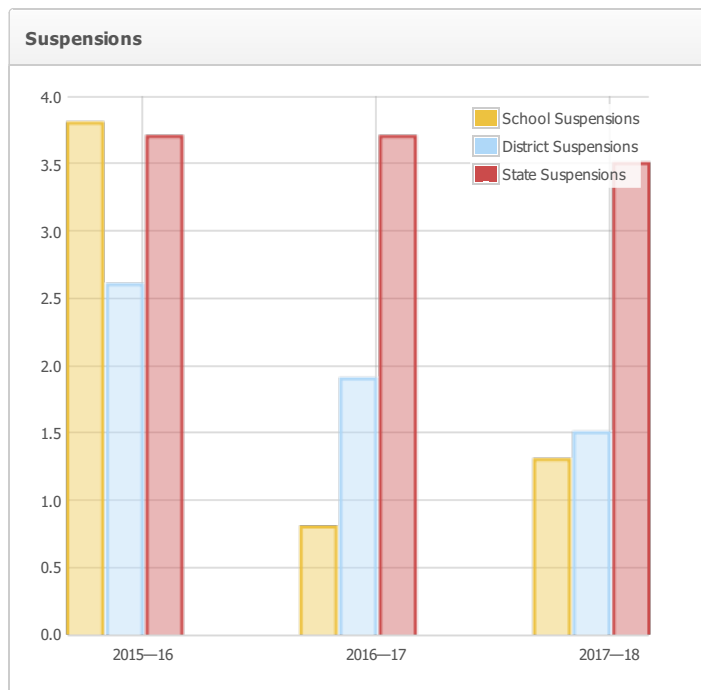
State Priority: School Climate

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	3.8%	0.8%	1.3%	2.6%	1.9%	1.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/7/2018

School Safety Plan (School Year 2018—19)

The Andres Duarte Comprehensive Safety Plan is consistently revisited and in the process of updates and refinement. Our school safety team is comprised of teachers, staff and administrators with continuous means to reflect upon, review our plan and recommend improvements.

Our recent School Plan/Crisis Response Plan was revised and approved by our School Site Council in spring of 2017 and will be revisited monthly with a revision in spring of 2018. Our priority is to maintain a safe and orderly environment for all of our students and staff. We are aware and make judgments based upon the possibilities of natural, as well as man-made disasters that may strike a community at any time. The principal is responsible for the development, support and implementation of a total school safety program.

Our plan has been prepared in compliance with the California Administrative Code, Title V, Article 560, and Duarte Unified School District administration procedures, laws, and policies. Our plan includes specific courses of action to be taken in case of emergencies. The plan is reviewed by the staff and the School Site Council annually, and each staff member is expected to be completely familiar with the contents of this plan in order to be prepared to carry out their responsibilities in any emergency.

The Crisis Response Plan identifies procedures to follow during natural and man-made emergencies such as: fires, earthquakes, bomb threats, weapons on campus, drive by shootings, freeway accidents, chemical spills and other possible natural disasters. The district has assigned each school site a district administrator as a liaison to assist in cases of emergencies. Andres Duarte Arts Academy is equipped with Nextel cellular phones for instant communication in cases of emergencies.

The Andres Duarte Crisis Response Plan identifies the responsibilities of each staff member during an emergency. It also establishes a Crisis Response Team readily activated at any time in order to deal with emergencies.

Disaster Preparedness is taking action to save lives, prevent injury, and minimize property damage during a disaster. The four major steps for crisis planning are:

1. Mitigation and Prevention: the goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.
2. Preparedness: good planning facilitates rapid, coordinated response in crisis.
3. Response: a crisis is the time to follow the crisis plan and make use of your

preparations.

4. Recovery: during recovery, return to learning and restore the infrastructure as quickly as possible.

Last updated: 12/7/2018

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	23.0		3	
1	19.0	2		
2	22.0		2	
3	19.0	1	2	
4	34.0			1
5	31.0		1	
6	21.0	1	1	
Other**	32.0		1	

* 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	18.0	3		
1	23.0		2	
2	18.0	2		
3	17.0	1	2	
4	34.0			1
5	31.0		1	
6	27.0	1		2
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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	4		
1	25.0		1	
2	21.0	1	1	
3	18.0	1	2	
4	28.0		1	
5	31.0		1	1
6	14.0	6	1	3
Other**	8.0	1		

* 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.

Last updated: 12/7/2018

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	2	1	
Mathematics	20.0	1		1
Science	20.0	1	1	
Social Science	16.0	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.

Last updated: 12/7/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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.

Last updated: 12/12/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6987.0	\$1818.0	\$5168.0	\$69427.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	-55.8%	-9.1%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-24.0%	-2.8%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

Andres Duarte Arts Academy provides intervention during the day and beyond the bell by classroom teachers, RSP/Intervention teacher, instructional aides and our Teaching and Learning Coach (TLC). Students needing intervention are closely monitored by our TLC and principal. Student Success Team (SST) meetings are held as needed to plan interventions at school and home.

At Andres Duarte Arts Academy, English Language learner (EL) students receive daily ELD from certified teachers. In addition, specific strategies are utilized in all subject areas to support vocabulary development and comprehension for ELs. Teachers use a variety of materials and strategies including the California Wonders Reading ELD program, GLAD strategies, and SDAIE strategies. Classroom aides provide additional support for students across the curriculum.

We also continue to develop and hone a collaborative model allowing staff to meet weekly and monitor, discuss and develop plans to improve student achievement.

Students may also participate in the Supplemental Educational Services program for extra support in English Language Arts and math. Andres Duarte partners with THINK Together after school program for student enrichment and homework support.

We have also dedicated time and financial means to the continual implementation of Artful Learning including training, planning, strategies, materials and supplies.

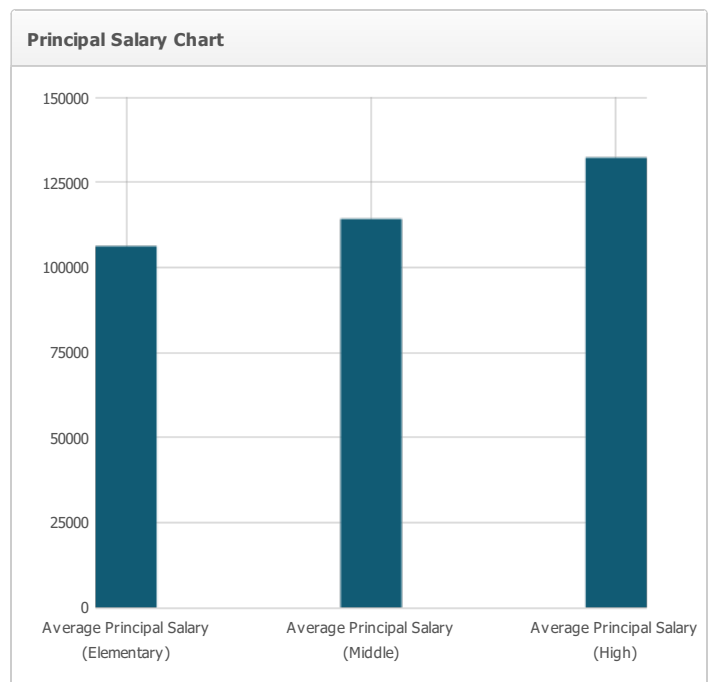
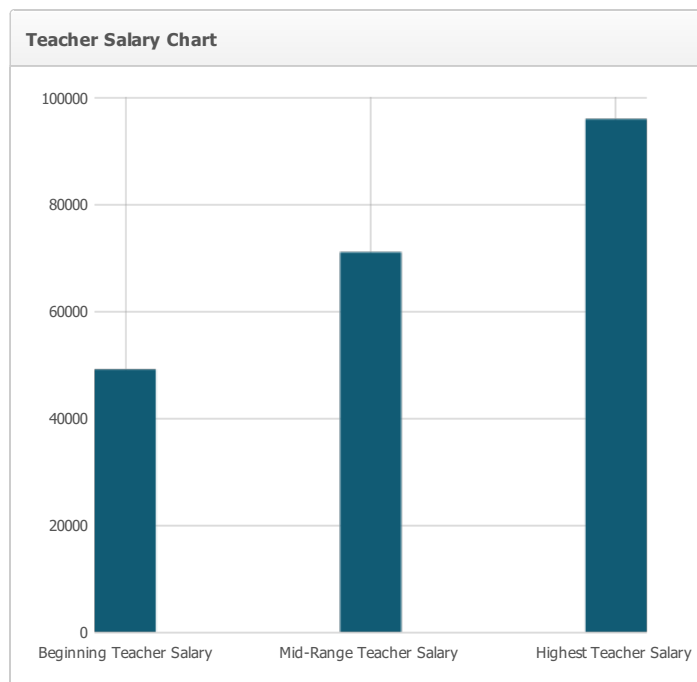
Differentiated instruction continues to be the hallmark of effective classroom instruction and our staff receive various means of training to meet the needs of our students with the use of varied and unique instructional methods.

Last updated: 12/7/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,107	\$45,681
Mid-Range Teacher Salary	\$71,012	\$70,601
Highest Teacher Salary	\$95,917	\$89,337
Average Principal Salary (Elementary)	\$106,203	\$110,053
Average Principal Salary (Middle)	\$114,216	\$115,224
Average Principal Salary (High)	\$132,224	\$124,876
Superintendent Salary	\$220,548	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



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: 12/17/2018

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The district has dedicated three full days to staff development annually. Topics for staff development included: equipping students with 21st Century Skills, implementation of the Common Core Standards, implementation of Professional Learning Communities, analysis of student data, writing and site specific staff developments such as International Baccalaureate, Spanish Dual Immersion, Project Lead the Way and Artful Learning.

Over the past three years, Duarte Unified has focused professional development in three areas. Our major focus has been on standards alignment including rigor, mathematical practices, problem solving, and curriculum design. Secondary teachers have developed content units of study and assessment through professional development with Rigorous Curriculum Design in all core content areas. From 2015-2018, TK-6 teachers have been participating in staff development for the implementation of newly adopted English Language Arts and math instructional materials. Our second area of focus has been technology. In support of our 1:1 student laptop initiative, teachers have received training in online assessments and data analysis. On-going trainings have been provided in a variety of digital instructional platforms: Google Classroom, web page design, Outlook, Office 365 and AERIES student data system. Our last major area of focus has been on best practices for student engagement. Teachers across the district participated in Advancement Via Individual Determination (AVID), Read 180/System 44, GLAD (Guided Language Acquisition and Design), ELD strategies and Positive Behavioral Interventions and Supports (PBIS).

Last updated: 1/11/2019