

Beardslee Dual Language Immersion 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.

Mrs. Jennifer Romero, Principal

 Principal, Beardslee Dual Language Immersion Academy (TK-8)

About Our School

Contact

Beardslee Dual Language Immersion Academy (TK-8)
1212 East Kellwil Way
Duarte, CA 91010-3322

Phone: 626-599-5200
E-mail: jromero@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 (TK-8)	Beardslee Dual Language Immersion Academy
Street	1212 East Kellwil Way
City, State, Zip	Duarte, Ca, 91010-3322
Phone Number	626-599-5200
Principal	Mrs. Jennifer Romero, Principal
E-mail Address	jromero@duarteusd.org
Web Site	http://www.duarteusd.org
County-District-School (CDS) Code	19644696012926

Last updated: 12/7/2018

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

Beardslee Dual Language Immersion Academy where "Greatness Begins Here!" is more than just a motto. Greatness can be seen everywhere. Beardslee is situated at the base of the foothills in the San Gabriel Valley. The teachers and staff are exceptional and truly committed to providing an environment that fosters student achievement and quality instructional for our 460 students. Our families support achievement by volunteering time to our program and through their involvement in school activities and parent education opportunities. English learners are supported in their acquisition of English with the aid of bilingual/biliterate instructional aides. Students with disabilities have their needs met in general education classrooms. Students in grades kindergarten and first have the opportunity to participate in the Spanish Dual Language Immersion 90:10 program, which was implemented during the 2017-18 school year. The program will add a grade level each subsequent year as the students move through the 8th grade. The benefits and goals of a dual Language Immersion Program: The students participating in the program will be bi-literate and bilingual in Spanish and English; academic performance at, or above grade level in both languages, increased job opportunities in a global society, and acquire cognitive flexibility that also leads to higher-order thinking skills and better problem solving abilities. In addition, students are encouraged to participate in the many extra-curricular activities that we have in place. Our Reponses to Intervention (RtI) offers students in need of extra support to help them acquire the necessary skills in language arts, as well as, our students who are meeting and exceeding grade level standards. The Student Council and Leadership programs provide students with an opportunity to develop their leadership skills. Band and choir programs are provided to all students, transitional kindergarten to sixth grade. Students' physical fitness goals are supported through our physical education program. Our fifth and seventh graders participate in the Physical Fitness Test each spring to demonstrate their agility, strength and endurance. Students also participate in the district's Track and Field Meet each spring, competing against students from other Duarte Unified Schools. Our Beardslee Parent and Staff Association not only raises funds to support our academic program, but they also support special Family Fun Night events for all our families.

This is a quick glance at Beardslee Academy. I encourage you to come for a visit to see for yourselves the truth of the motto, "Greatness Begins Here!"

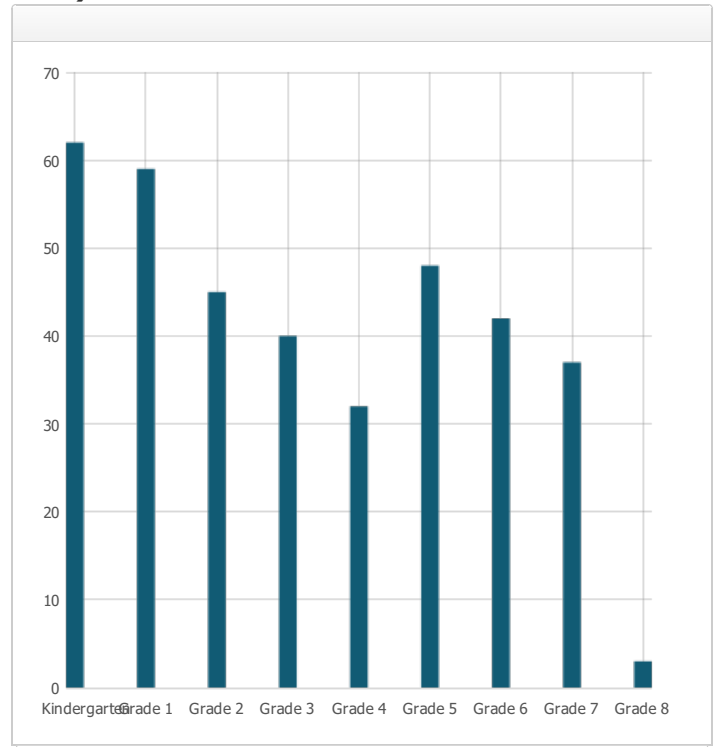
Mission Statement:

The Mission of Beardslee School is to provide a child centered environment, which develops a comprehensive educational foundation and supports the students to be college and career ready and equipped with 21st century skills. Our goal is for every child to build a positive self-image, become a responsible member of society, and embrace the rich diversity of the global community.

Last updated: 12/7/2018

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	59
Grade 2	45
Grade 3	40
Grade 4	32
Grade 5	48
Grade 6	42
Grade 7	37
Grade 8	3
Total Enrollment	368



Last updated: 12/7/2018

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

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	2.2 %
Hispanic or Latino	89.4 %
Native Hawaiian or Pacific Islander	%
White	5.2 %
Two or More Races	0.5 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.8 %
English Learners	41.0 %
Students with Disabilities	9.2 %
Foster Youth	%

A. Conditions of Learning

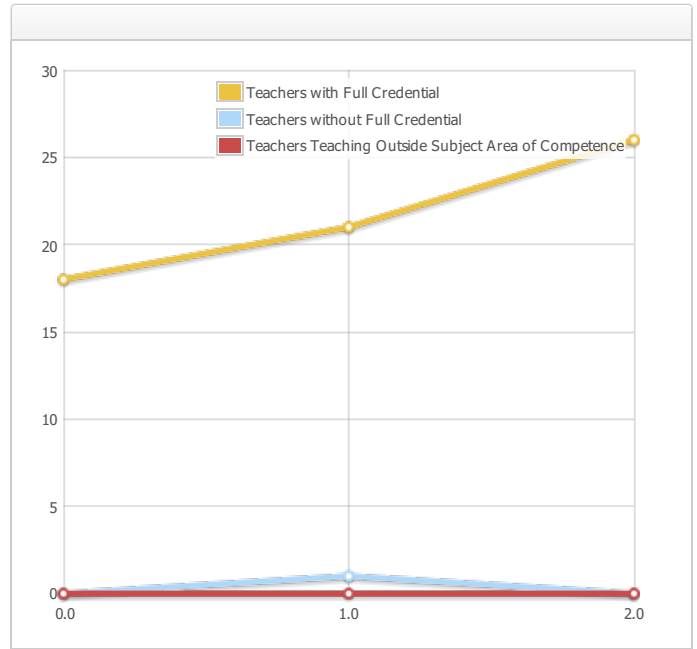
State Priority: Basic

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

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

Teacher Credentials

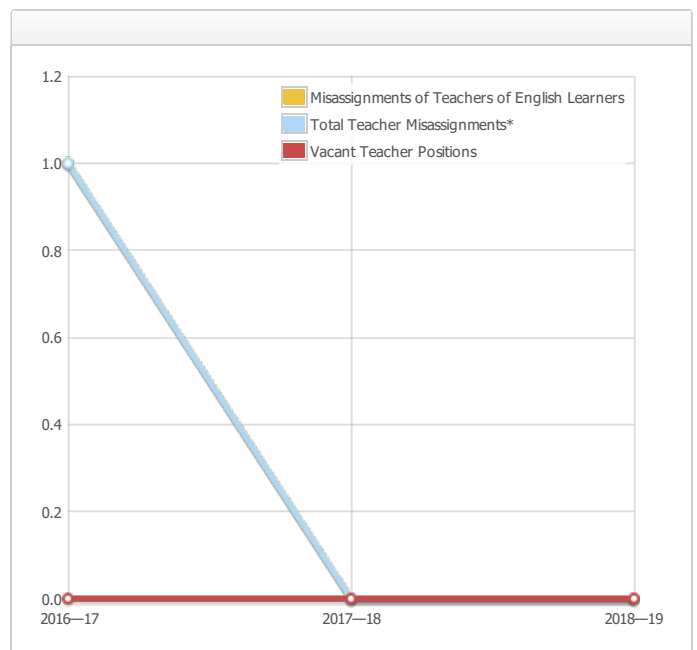
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	21	26	190
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	Grades TK-5 Reading / Language Arts McGraw-Hill Education Publisher CA Wonders C2017 Grade 6 Reading / Language Arts Macmillan/McGraw-Hill Publisher CA Treasures C2010 Grades 7-8 Reading / Language Arts Pearson/Prentice Hall Publisher Literature: Timeless Voices, Timeless Themes C2002	Yes	0.0 %
Mathematics	Grades TK-5 Math SWUN Math, LLC Publisher SWUN Math C2017 Grade 6 Math McGraw-Hill Education Publisher CA Math Course 1 C2017 Grades 7-8 Math McGraw-Hill Education Publisher CA Math Course 2 & 3 C2017	Yes	0.0 %
Science	Grades K-6 Science Harcourt School Publisher CA Science C2008 Grades 7-8 Science Pearson/Prentice Hall Publisher CA Focus on Life Science C2008 CA Focus on Physical Science C2008	No	0.0 %
History-Social Science	Grades K-6 Social Science Harcourt School Publisher Reflections Social Science, California Series C2007 Grades 7-8 Social Science Glencoe/McGraw Hill School Publisher Discovering Our Past, California Series C2006	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

Beardslee Academy was originally constructed in 1953 and is comprised of 28 classrooms, four of which are new construction, a multipurpose room/cafeteria, digital media center/library, staff lounge, and a large playground. Recent remodeling included four classroom modules, an outdoor learning area, and a renovation of the school's front office, including, a new ceiling, carpet, paint, lighting and electrical. The principal works daily with the custodial staff that includes a full time head custodian and a full time night custodian to ensure that the cleaning of the school is maintained to provide a clean and safe school. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order procedure is used to ensure efficient service and highest priority are given to emergency 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	Exemplary
----------------	-----------

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)	45.0%	44.0%	45.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	37.0%	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	202	197	97.52%	44.16%
Male	111	109	98.20%	37.61%
Female	91	88	96.70%	52.27%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	182	179	98.35%	41.90%
Native Hawaiian or Pacific Islander				
White	11	--	81.82%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	179	178	99.44%	42.13%
English Learners	100	99	99.00%	27.27%
Students with Disabilities	27	24	88.89%	20.83%
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	202	198	98.02%	37.37%
Male	111	109	98.20%	36.70%
Female	91	89	97.80%	38.20%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	182	180	98.90%	33.89%
Native Hawaiian or Pacific Islander				
White	11	--	81.82%	77.78%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	179	179	100.00%	34.64%
English Learners	100	100	100.00%	26.00%
Students with Disabilities	27	24	88.89%	41.67%
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	6.7%
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	25.5%	31.9%	19.1%
7	35.1%	13.5%	21.6%

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)

Parent committees such as the English Language Advisory Committee, and School Site Council meet regularly to ensure issues and ideas are discussed with representatives from all stakeholder groups. Both committees are essential in the development of the Single Plan for Student Achievement. The School Site Council (SSC) helps to develop, review and assess the Single Plan for Student Achievement (SPSA), and receives valuable input from the English Learner Advisory Committee (ELAC). Our Beardslee Parent and Staff Association (BPSA) not only raises funds to support our academic program, but they also support special Family Fun Night events for all our families. Parents are welcome to volunteer on a daily basis. They are required to be fingerprinted prior to volunteering in the classrooms and directly with students. Many of our parents are fingerprinted in order to participate in the classroom, on field trips and school events. Parents are provided opportunities to Learn English as a Second Language with the use of Rosetta Stone, an on-line program.

State Priority: Pupil Engagement

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

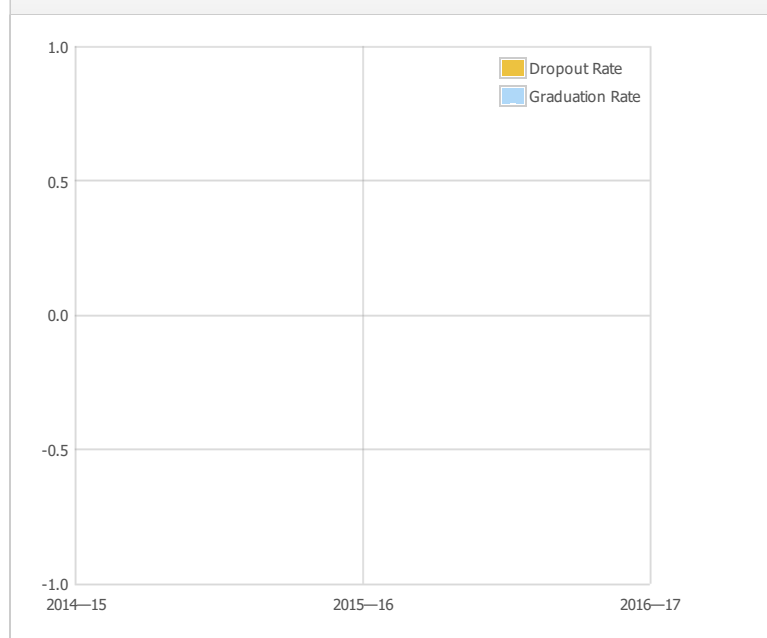
- High school dropout rates; and
- High school graduation rates

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%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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: 12/7/2018

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	--	--	--

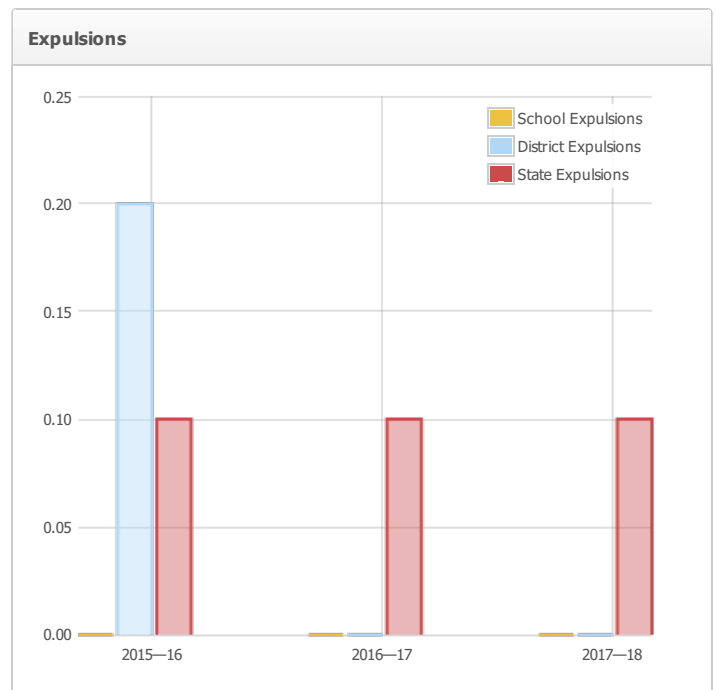
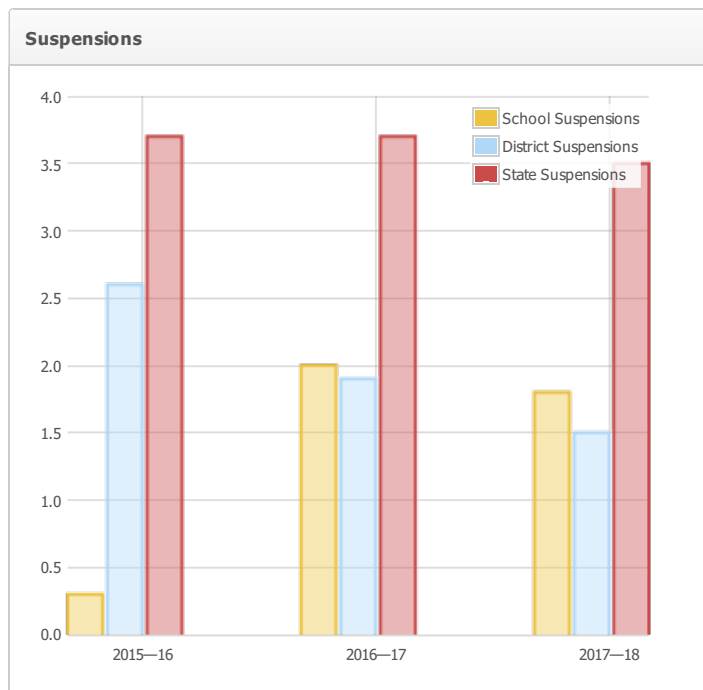
State Priority: School Climate

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	0.3%	2.0%	1.8%	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)

Students at Beardslee Academy are guided by Positive Behavior and Intervention Supports (PBIS) and the school wide PAWS: P-having PRIDE in myself and school; A-having a positive ATTITUDE; W-making WISE choices; and S-acting SAFELY. Positive Behavior and Intervention Supports (PBIS) are used to help motivate and reward students for making good choices and displaying positive behavior at school. Our goal is for all to work and play together positively and treat others respectfully. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, which is sent home at the beginning of the school year. When students do not make good choices or display negative behavior at school, a discussion is held with that student(s) so that he/she can reflect on his/her behavior; determine how to fix the problem, and how to implement that plan. Major and Minor infractions have been identified and through the phase two of implementation of PBIS appropriate actions are taken. In addition, consequences are in place to use when necessary.

Safety of students and staff is a primary concern of Beardslee Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Comprehensive Safety plan was last reviewed and updated in October and November of 2018, by the School Site Council and Leadership Team. The plan was reviewed and assessed. In the following areas: access to campus by visitors, anti-discrimination/harassment/bullying procedures, campus crime, crime activity findings, school crime assessment report, child abuse reporting procedures, crisis response plan, earthquake procedures, existing programs/procedures ensuring a safe environment; guidelines for roles and responsibilities of mental health professionals, counselors, school resource officers and police officers on campus; hate crimes, plan for tactical response to a dynamic event on campus, plan for responding to a nearby hazardous materials spill or evacuation, procedure for campus lock-down, procedures for safe ingress/egress, procedure to notify teachers of dangerous pupils, public agency access during an emergency, school discipline rules and procedures, school dress code, self-initiated assessment, suspension/expulsion procedures. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster drills (earthquake) and lock down drills are conducted on a monthly basis throughout the school year. Students are supervised before and after school and at lunch by classified staff under the direction of the school site principal. There is a designated area for student drop off and pick up. Visitors enter the school and must register in the office. All visitors wear a prominent visitor's badge.

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	22.0	2	2	
1	25.0		2	
2	21.0	1	1	
3	26.0		2	
4	33.0			1
5	33.0			1
6	34.0			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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	24.0		2	
2	20.0	2		
3	24.0		1	
4	30.0		1	1
5	29.0		1	
6	27.0		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	17.0	4		
1	24.0		2	
2	25.0		2	
3	24.0		2	
4	32.0		1	
5	24.0		2	
6	27.0	1	3	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.

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	11.0	4	1	
Mathematics	20.0	2		
Science	13.0	3		
Social Science	13.0	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	\$7996.0	\$2919.0	\$5078.0	\$72159.0
District	N/A	N/A	\$9171.0	\$76063.0
Percent Difference – School Site and District	N/A	N/A	-57.5%	5.3%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	-25.7%	1.1%

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

Last updated: 1/11/2019

Types of Services Funded (Fiscal Year 2017—18)

It is the goal of Beardslee Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement gaps, difficulty coping with personal and family problems, and trouble with decision making or handling peer pressure. Beardslee Academy is fortunate to have staff members who work diligently with students and families to address these needs.

At Risk Interventions

Beardslee Academy provides for all students during this Response to Intervention (RtI) time; students are grouped according to their level of mastery for specific standards in English Language Arts. Instruction is delivered in small group settings to ensure additional 1:1 attention from the instructors. Another intervention program offered at Beardslee Academy includes: Before and After the Bell intervention to support students who are not meeting their academic goals; THINK Together, which is an after school program that provides homework time, physical activities, and academic enrichment. Students are referred to the appropriate intervention through our Pre-SST process, which meets bi-monthly to review student progress. Teachers also meet weekly to identify student needs during their Professional Learning Communities (PLC) and grade level meetings.

English Language Learners

Beardslee Academy offers our English Language learner (ELL) students assistance to master the English Language Development (ELD) standards. To meet those standards, teachers utilize a variety of resources, including the English Learner support materials. All ELL students are assessed each year to determine their current English fluency level and are grouped according to that level for up to 45 minutes of intensive, strategic English Language Development instruction during the day. This instruction occurs at a consistent time for each grade level in order to allow for team teaching to occur.

Differentiated instruction is the hallmark of an effective classroom. DUSD teachers, in their never ending quest for excellence, have been trained to meet the unique needs of their students with the use of varied and unique instructional methods. Teachers have gone through specific professional development to sensitize them to the needs of their gifted students in their everyday lesson design and delivery.

Last updated: 12/7/2018

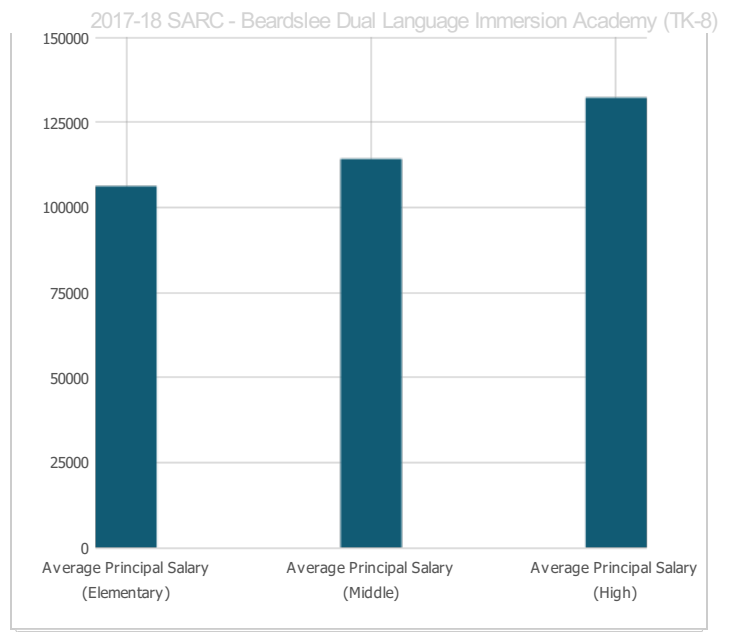
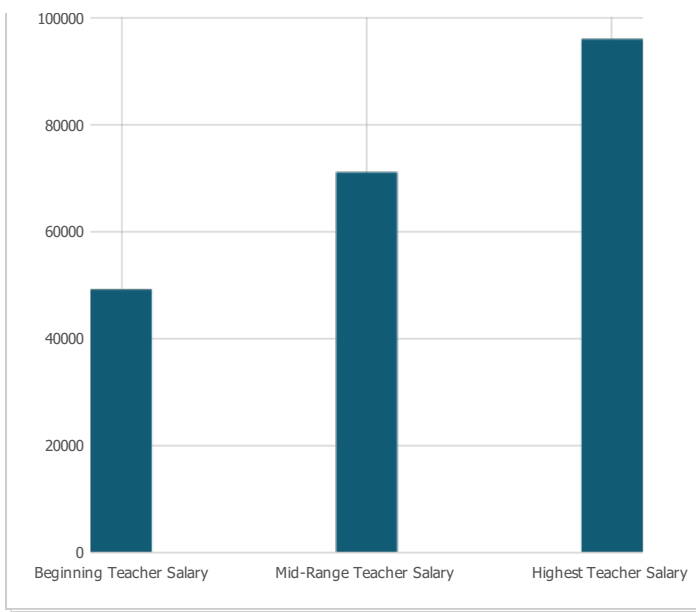
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/11/2019

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

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

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

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

Last updated: 12/7/2018

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: 12/10/2018