

# Afflerbaugh-Paige Camp School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Afflerbaugh-Paige Camp School
<b>Street</b>	6621 North Stephens Ranch Rd.
<b>City, State, Zip</b>	La Verne, CA 91750
<b>Phone Number</b>	(909)593-4926
<b>Principal</b>	Dr. Susan Sarrategui
<b>Email Address</b>	sarrategui_susan@lacoed.edu
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19101990121921

## 2023-24 District Contact Information

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Dr. Debra Duardo
<b>Email Address</b>	duardo_debra@lacoed.edu
<b>District Website</b>	<a href="https://www.lacoed.edu">https://www.lacoed.edu</a>

## 2023-24 School Description and Mission Statement

The Angeles Forest Principal Administrative Unit (AFP AU) is one of three Principal Administrative Units (PAU) in the Division of Student Programs (DSP) of the Los Angeles County Office of Education (LACOE). As of September 2016, AFP AU is composed of three schools, Camps Afflerbaugh and Paige (La Verne) and Camp Rockey (San Dimas), located in juvenile detention camp facilities managed by the Probation Department of Los Angeles County.

The Mission of Angeles Forest PAU is for every student to communicate effectively, interact globally, and broadcast efficiently through innovative instruction and model programs. The Vision of Angeles Forest PAU Angeles Forest PAU is to prepare our students to re-enter their communities with the skills, abilities and desires to be productive and successful citizens.

There is one Principal and one Assistant Principal that make up the AFP AU Administration. The school staff for the three camps consist of 9 General Education Teachers, a Literacy Specialist Teacher, two Special Day Class Teachers, 2 Resource Specialist Teachers, 3 Special Education Paraeducators, and 6 Regular Education Para-educators, and 1 EL Para-educator. The school support staff includes 1 School Psychologist, 5 Counselors, a Counselor Assistant, an Administrative School Secretary, and 2 School Clerks.

The student population at AFP AU fluctuates between 40-70 male students, ages 14 to 19. The student ethnic composition at AFP AU is approximately 75% Hispanic, 20% African-American, 4% Caucasian, and 1% other. On average, 35% are English Language Learners and 45% of students qualify for special education services. AFP AU student population is transient. Students may enter and leave our facilities daily for medical or dental appointments and court appearances. At school, nearly 15% of the students leave each month. Students are subject to 5-7, 7-9, and 9-11-month camp programs, which may increase or decrease based on student progress in meeting camp and school objectives.

## 2023-24 School Description and Mission Statement

The schools use the Road to Success Academy (RTSA), which is a thematic interdisciplinary project-based curriculum. RTSA attends to the unique educational, emotional, social, and circumstantial needs of students in the juvenile justice system. The schools utilize a project-based learning educational approach to engage students and challenge them to meet and exceed the California Common Core and content standards. We employ a thematic, interdisciplinary approach, which frames essential questions within discrete learning modules, inviting students to explore content in more direct and meaningful ways. The Road to Success Academy also incorporates daily supportive activities that promote character development, and self-esteem and empower youth to make positive choices and behavioral changes, guiding all of them back to their communities and onto the Road to Success.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	6
Grade 12	24
Total Enrollment	30

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100%
Black or African American	36.7%
Hispanic or Latino	60%
English Learners	20%
Foster Youth	13.3%
Socioeconomically Disadvantaged	100%
Students with Disabilities	40%

## 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.90	23.22	314.10	59.37	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	13.10	2.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	42.50	8.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.80	68.72	139.00	26.27	12115.80	4.41
<b>Unknown</b>	0.60	7.82	20.20	3.82	18854.30	6.86
<b>Total Teaching Positions</b>	8.40	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.10	26.41	327.80	57.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	27.10	4.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	40.80	7.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.20	65.33	137.00	24.16	11953.10	4.28
<b>Unknown</b>	0.60	8.26	34.10	6.03	15831.90	5.67
<b>Total Teaching Positions</b>	7.90	100.00	567.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.80	5.20
<b>Total Out-of-Field Teachers</b>	5.80	5.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware 2018	Yes	0%
Mathematics	Odysseyware 2018	Yes	0%

<b>Science</b>	Odysseyware 2018	Yes	0%
<b>History-Social Science</b>	Odysseyware 2018	Yes	0%
<b>Health</b>	Odysseyware 2018, Health Teen Talk/Health Connected	Yes	0%

## School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "Fair" with a rating of 89.6%.

**Year and month of the most recent FIT report**

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling Tiles are stained. Wall damaged. Damaged blinds. Plaster or paint is damaged. Carpet worn and stained.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Damaged light cover. Lighting covers are missing, damaged or loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	0	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	22	24	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18	17	94.44	5.56	0.00
<b>Female</b>	0	0	0	0	0
<b>Male</b>	18	17	94.44	5.56	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	19	17	89.47	10.53	0.00
<b>Female</b>	0	0	0	0	0
<b>Male</b>	19	17	89.47	10.53	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	0.00	27.78	35.14	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	17	94.44	5.56	0.00
Female	0	0	0	0	0
Male	18	17	94.44	5.56	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	11	91.67	8.33	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

LACOE Career Technical Education (CTE) pathways provide students with the opportunity to explore potential careers while developing modern and in-demand technical and soft skills needed to be successful in post-secondary college and/or career. LACOE's JCS currently offers CTE pathway programs in Culinary Arts, Building Construction, and Graphic Communications at various camp schools. In partnership with Los Angeles Mission College and Glendale Community College, some sites offer dual enrollment depending on the pathways. LACOE's career and technical education (CTE) courses are aligned with the California Department of Education Career Technical Education Model Curriculum Standards and are integrated into the student's academic plan as elective courses. When possible, LACOE offers paid work experience and a mentorship program that promotes leadership, develops job-related skills, provides on-the-job experience, and increases interest in school, as well as college and careers. Afflerbaugh-Paige currently offers Graphic Design and Culinary Arts. LACOE's goal is to increase overall CTE participation and completion of industry-recognized certification.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Afflerbaugh-Paige recognizes parents as an integral part of our program. Parents and families can become involved in school activities and are contacted about organized opportunities. The Title I Parent & Family Education and Consultation Program (PFCEP) provides resources, information, engagement opportunities and parenting classes in a language that is accessible to parents and families. PFCEP's Parent Liaisons (teachers, counselors, and other school staff) host at least two virtual engagement opportunities per month at their school site/Principal Administrative Unit (PAU). All LACOE parents may connect to any workshop, class, informational session, or town hall meeting, whether hosted by their student's school site or a different one. PFCEP has been flexible to pivot and accommodate virtual engagements as vigorous as the in-person learning opportunities for families, in response to the pandemic. Topics of engagements for families include presentations on social-emotional learning, academics, resources/information, and empowerment/self-care. Angeles Forest PAU hosts a monthly town hall in both English and Spanish where parents receive important information as well as meet school staff as well as Probation and DMH staff.

Parent Liaisons contact parents and families via weekly phone calls, texts, or e-mails. Staff also mail invitations to all parents and families to connect to advisory meetings scheduled bi-monthly; and follow up with individual phone calls to families before the scheduled meeting. These communications convey the family engagement opportunities scheduled for that week, serve as a wellness check, and are a courtesy reminder. In addition, PFCEP maintains a website, in English and Spanish, that advertises a monthly calendar of activities for families, a directory of Parent Liaisons, and a resource bank that categorizes County-wide basic services. PFCEP also has a presence on social media, including Instagram, YouTube, and Facebook to post advertisements for events and archive sessions for the benefit of those unable to attend on the scheduled day of the event.

PFCEP Parent Education Specialists focus on furthering relationships with families by connecting them to resources as needed and empowering them to participate in decision-making and consultation forums such as the School Site Councils, English Learner Advisory Committees, and Shared-Decision Making Committee. PFCEP supports LACOE parents and families as they

## 2023-24 Opportunities for Parental Involvement

complete their requirements for family reunification. Cohort-style parenting classes are offered in English and in Spanish. In addition, parents and families may receive a certificate of completion once they participate in any five (5) PFCEP workshops. Families can provide their thoughts and input on plans, programs and services at each engagement opportunity. Standing items on the agenda of each session include updates on Title I, LCAP & other federal and/or state plans and funds.

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	26.3	12.5	14.6	14.3	13.4	13.8	9.4	7.8	8.2
<b>Graduation Rate</b>	47.4	41.7	63.4	72.7	72.7	77.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	41	26	63.4
<b>Female</b>	0.0	0.0	0.0
<b>Male</b>	41	26	63.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	11	7	63.6
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	26	15	57.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	18	12	66.7
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	41	26	63.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	16	9	56.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	111	86	4	4.7
Female	0	0	0	0.0
Male	111	86	4	4.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	34	26	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	70	55	4	7.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	1	0	0.0
English Learners	21	18	0	0.0
Foster Youth	17	13	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	111	86	4	4.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	39	2	5.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	40.40	63.21	54.05	1.87	4.48	5.74	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	54.05	0
Female	0	0
Male	54.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	50	0
Filipino	0	0
Hispanic or Latino	57.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	71.43	0
Foster Youth	58.82	0
Homeless	0	0
Socioeconomically Disadvantaged	54.05	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	68.75	0

## 2023-24 School Safety Plan

Our School Safety Plan is reviewed and updated every academic year in January by our PBIS/School Safety Committee. Afflerbaugh-Paige maintains a safety plan and a safety committee in place. Our committee is comprised of our administrator, certificated, classified, student, parent, community member and LA County Probation personnel. Afflerbaugh-Paige is located within a secured probation facility that houses youth while they are undergoing adjudication.

The safety plan is comprehensive and it covers topics such as Assessment of the Current Status of School Climate and Crime, Child Abuse Reporting Procedures, Disaster and Crisis Intervention Plan(s), Suicide Prevention, Procedures for Notifying Teachers about Dangerous Pupils, Threat Assessment Protocol, Sexual Harassment Policy; Rules and Procedures on School Discipline, Hate Crime Policies and Procedures, and Bullying Prevention Policies and Procedures. The school collaborates with multiple partner agencies in the facility - the Probation Department, Department of Mental Health, and Health Services. Safety matters and issues are presented and discussed in these meetings. All safety drills are done in collaboration with partner agencies at various times during the school year. This is inclusive of fire drills and earthquake drills.

Concerning the school's climate, crime, suspensions, etc, Afflerbaugh-Paige has implemented the Positive Behavior Intervention and Supports (PBIS) framework. PBIS is also the facility-wide behavior approach among all agencies in the facility where processes and strategies are implemented with rewards and consequences. A classroom matrix and facility-wide matrix that cover PBIS expectations are in place in the classrooms and different areas of the facility. A school-wide behavior system is in place and a classroom restructuring protocol and discipline plan are in place. Students who violate Ed Code may be provided with immediate intervention but for serious offenses, students may be suspended from class or for a day.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	73		
Mathematics	1	37		
Science	2	26		
Social Science	2	52		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	45		
Mathematics	1	29		
Science	1	16		
Social Science	1	24		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	62	0	0
Mathematics	2	26	0	0
Science	1	15	0	0
Social Science	1	36	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	6

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$94,305	\$68,394	\$25,911	\$55,626
District	N/A	N/A	\$23,076	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

The school invests its Title 1 funds in supplemental staff and programs to facilitate parent involvement and enhance student learning and achievement. The school has two Parent Liaisons who are under the direction of the Parent Family Education and Consultation Program (PFCEP). Parent Liaisons conduct parent and family education and consultation activities. The Parent Liaisons offer workshops on topics such as substance abuse, violence prevention, community resources, gang intervention, mental health, cognitive and emotional learning, parenting, college/career and technical education, and community resources. The Parent Liaisons also facilitate collaborative meetings to provide opportunities for parents to give input on LACOE policies and plans, including LACOE's Strategic Plan, the Local Control Accountability Plan, Title I Parent and Family Engagement Policy, and the Master Plan for English Learners.

LACOE provides funding for various Teachers on Special Assignment (TOSA) at the JCS and CCS school sites. Each school has an English Learner Teacher TOSA, and Literacy Specialist Teacher (LST). All TOSAs support and coach teachers in the delivery of quality instruction. They model best practices and the delivery of instruction to students in their respective academic areas of expertise. Additionally, LSTs collaborate with teachers and provide professional development on topics related to literacy strategies to impact low-level readers and English learners. Each school also has Para-Educators to further support students to meet their academic needs. Para-Educators support classroom work and assist students with supplemental programs such as Apex and Aztec Software which helps credit-deficient students to earn their diploma. The school also utilizes programs such as Read 180, Achieve 3000, and Imagine Learning to further enhance academic skills and address gaps in learning. AVID and the Jane Schaffer Writing Program are used to provide strategies students can apply to executive functioning and writing skills. The school contracts with community-based organizations to provide enrichment programming to students in life skills, art, music, conflict resolution skills, music, dance, reading comprehension, and tutoring.

To further impact student learning and achievement, the school offers Extended Learning Opportunities (ELO) to students. The ELO Program is offered after school and is designed to provide supplemental direct services to students through additional interventions for those students who are not meeting the challenging state standards. Due to the pandemic, Learning Loss Mitigation (LLM) funds were provided by the federal and state governments to also help students who are behind in their academic achievement. This is another after-school program as well designed to help close the learning gaps caused by the pandemic. A Behavior Counselor, who promotes a positive school climate using the Positive Behavior Interventions and Supports (PBIS) framework and restorative practices, is also funded through Title 1. The Behavior Counselor consults and provides interventions and supports to increase student school attendance and decrease school suspensions. There is also a Transition Counselor who serves as an advocate for students as they transition out from their current setting to their school of residence, an institution of higher education, a vocational training program, or employment. The Transition Counselor provides guidance, support, and resources for students transitioning back to the community.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Division of Student Programs provides administrators, support staff, Paraeducators and teachers with evidence-based professional learning opportunities that address the social, emotional and academic goals of all students as indicated by assessment data results. Educators participate in professional learning designed to be on ongoing and embedded in best practices that are aligned with the LCAP goals and objectives, which are aligned to the instructional and cultural foci. The school site also regularly meets each Thursday afternoon from 1-3 to participate in Professional Learning Communities in addition to the district-wide opportunities provided by the Central Office.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	18	18