

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-amard-jul21item01

# California State Board of EducationJuly 2021 AgendaItem #05

## Subject

School Accountability Report Card: Approval of the Template for the 2020–2021 School Accountability Report Card.

## Type of Action

Action, Information

## Summary of the Issue(s)

The State Board of Education (SBE) annually approves the School Accountability Report Card (SARC) template in accordance with the requirements of state law (California *Education Code* [*EC*] sections 32286, 33126, 33126.1, 35256, 35258, and 41409). Completed SARCs must be publicly posted annually by local educational agencies (LEAs) no later than February 1.

The 2020–2021 SARC template has been modified to: (1) implement changes in state and federal accountability reporting requirements in response to the COVID-19 pandemic, (2) for the first time in the SARC, teacher data will be pre-populated by the California Department of Education (CDE) on behalf of LEAs, and (3) update the school years and fiscal years to reflect the date of the data collection.

## Recommendation

The CDE recommends that the SBE approve the SARC template for the 2020–2021 school year.

## Brief History of Key Issues

The following areas of modifications are proposed for the 2020–2021 SARC template.

### Update to the State and Federal Accountability Tables

1. “State Priority: Basic” section of the SARC (page 5 of 22)

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan. The CDE has provided significant support to LEAs to understand these definitions which are available on the Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>. The CDE received this first year of data through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). The terms and language used in the SARC template have been updated to be consistent with the updated federal definitions and the newly available educator-level data from CalSAAS.

The template replaces the prior two teacher tables: (1) Teacher Credentials, and (2) Teacher Misassignment and Vacant Teacher Positions, with the new four teacher tables: (1) Teacher Preparation and Placement, (2) Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA), (3) Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA); and (4) Class Assignments. For clarity purposes of these updated terms, a notation has been included below the last table with a link to the updated Teacher Equity Definitions.

As a result of the CTC’s new CalSAAS process, where data are available, the CDE will pre-populate the teacher data for each public school SARC in the new four teacher tables noted above. The prior two teacher tables the data fields were listed as DPL (data provided by the LEA); now, using the data from CalSAAS, in the new four teacher tables, the data fields are listed as DPC (data provided by the CDE). Additional detailed definitions and clarification around the data points that are being used to populate these tables will be provided by the CDE to assist with interpreting these files.

1. “State Priority: Pupil Engagement” section of the SARC (page 16 of 22)

This year, the CDE plans on reporting chronic absenteeism by student group data for the first time in the SARC template in our continuous effort to provide parents/guardians and community members with meaningful information.

Added table “Chronic Absenteeism by Student Group” (page 18 of 22). The data fields in this table are listed as DPC (data provided by the CDE).

### Update to the Academic Assessment Tables

1. “State Priority: Pupil Achievement” section of the SARC (page 8 of 22)

Due to the COVID-19 pandemic during the 2020–2021 school year, administering the statewide summative assessment (CAASPP) in ELA and mathematics was not always the most viable option (or for one or more grade-level[s] within the LEA). Therefore, for the 2020–2021 school year, the LEAs were allowed to report results from a different assessment that met the criteria established by the SBE on March 16, 2021. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>) Note: The SBE’s action specified the assessment criteria and the assessment options available to the LEAs, which are described in the SARC template (page 8 of 22).

The SARC template provides two tables to distinguish which assessments results resulted from a locally-administered assessment instead of the state-administered CAASPP in ELA and mathematics by Student Group (grades three through eight and grade eleven). The SARC Web Application allows schools flexibility to add different local assessments that may be administered to different grades within the school. The two new tables are: (1) “Local Assessment Test Results in ELA by Student Group (grades three through eight and grade eleven)” (page 12 of 22), and (2) “Local Assessment Test Results in Mathematics by Student Group (grades three through eight and grade eleven)” (page 13 of 22).

1. “State Priority: Public Engagement” section of the SARC (page 16 of 22)

The template adds the table “Graduation Rate by Student Group (Four-Year Cohort)” to provide greater transparency with this data set (page 17 of 22). The data fields in this table are listed as DPC (data provided by the CDE).

1. “State Priority: School Climate” section of the SARC (page 18 of 22)

This year the CDE plans on reporting suspensions and expulsions rates by student group data for the first time in the SARC template.

The template adds the table “Suspensions and Expulsions Rates by Student Group” to provide greater transparency with this data set (page 19 of 22). The data fields in this table are listed as DPC (data provided by the CDE).

As in years past, the CDE plans to pre-populate the majority of the proposed 2020–2021 SARC tables where data are required. For more information, refer to data fields listed as “DPC” (data provided by the CDE) and “DPL” (data provided by the LEA) in the SARC tables.

### SARC Technical Redesign and Modernization

The redesign of the SARC web application effective with the 2019–2020 school year made it easier for schools and LEAs to use the tool. For the most recent 2019–2020 SARC (published due date of February 1, 2021), 9,787 out of 10,383, or 95 percent of LEAs used the SARC web application or URL upload option. This is an increase of
3 percent from the previous year when 92 percent of expected schools submitted their SARC.

### LEA Report Card Assessment Reporting Collection

To continue ongoing support for LEA reporting requirements, the SARC will include a table to collect district/charter level assessment summary data. The collected data will then be used to populate LEA Report Cards to fulfill federal reporting requirements.

## Summary of Previous State Board of Education Discussion and Action

The SBE annually reviews and approves the SARC template. In July 2020, the SBE approved modifications to the 2019–2020 SARC template used for SARCs published during the 2020–2021 school year, based on revisions to the state and federal accountability reporting requirements. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item06.docx>)

## Fiscal Analysis (as appropriate)

The recommended action will result in ongoing budgeted costs to the CDE to prepare and publish the SARC. No additional costs would be imposed on LEAs and schools as a result of approving the SARC template.

## Attachment(s)

Attachment 1: 2020–2021 School Accountability Report Card Template (25 pages)

# 2020–2021School Accountability Report Card Template(Word Version)

(To be used to meet the state reporting requirement

by February 1, 2022)

**Prepared by:**

California Department of Education

Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**

September 2021

**Contact:**

SARC Team

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**Important!**

**Please delete this page
before using the SARC template**

## School Accountability Report CardReported Using Data from the 2020–2021 School Year

**California Department of Education**

*For ...School*

**Address:** **Phone:**

**Principal:** **Grade Span:**

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.

**Throughout this document the letters DPL refer to data provided by the LEA,
and the letters DPC refers to data provided by the CDE.**

### About This School

#### Table 1: District Contact Information (School Year 2021–2022)

| **Entity** | **Contact Information** |
| --- | --- |
| **District Name** | DPC |
| **Phone Number** | DPC |
| **Superintendent**  | DPC |
| **Email Address** | DPC |
| **Website** | DPC |

#### Table 2: School Contact Information (School Year 2021–2022)

| **Entity** | **Contact Information** |
| --- | --- |
| **School Name** | DPC |
| **Street** | DPC |
| **City, State, Zip** | DPC |
| **Phone Number** | DPC |
| **Principal** | DPC |
| **Email Address** | DPC |
| **Website** | DPC |
| **County-District-School (CDS) Code** | DPC |

#### Table 3: School Description and Mission Statement (School Year 2021–2022)

**Narrative provided by the LEA**

*Use this space to provide information about the school, its program, and its goals.*

#### Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

| **Grade Level** | **Number of Students** |
| --- | --- |
| **Kindergarten** | DPC |
| **Grade 1** | DPC |
| **Grade 2** | DPC |
| **Grade 3** | DPC |
| **Grade 4** | DPC |
| **Grade 5** | DPC |
| **Grade 6** | DPC |
| **Grade 7** | DPC |
| **Grade 8** | DPC |
| **Grade 9** | DPC |
| **Grade 10** | DPC |
| **Grade 11** | DPC |
| **Grade 12** | DPC |
| **Total Enrollment** | DPC |

#### Table 5: Student Enrollment by Student Group (School Year 2020–2021)

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Female** | DPC |
| **Male** | DPC |
| **American Indian or Alaska Native**  | DPC |
| **Asian**  | DPC |
| **Black or African American**  | DPC |
| **Filipino**  | DPC |
| **Hispanic or Latino** | DPC |
| **Native Hawaiian or Pacific Islander**  | DPC |
| **Two or More Races**  | DPC |
| **White**  | DPC |
| **English Learners** | DPC |
| **Foster Youth** | DPC |
| **Homeless** | DPC |
| **Migrant** | DPC |
| **Socioeconomically Disadvantaged** | DPC |
| **Students with Disabilities** | DPC |

### 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

**Table 6: Teacher Preparation and Placement**

|  |  |
| --- | --- |
| Authorization/Assignment | 2019–2020 |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | DPC |
| Intern Credential Holders Properly Assigned | DPC |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | DPC |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | DPC |
| Unknown | DPC |
| Total Teaching Positions | DPC |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)**

|  |  |
| --- | --- |
| Authorization/Assignment  | 2019–2020 |
| Permits and Waivers  | DPC |
| Misassignments  | DPC |
| Vacant Positions | DPC |
| Total Teachers Without Credentials and Misassignments | DPC |

**Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)**

|  |  |
| --- | --- |
| Indicator | 2019–2020 |
| Credentialed Teachers Authorized on a Permit or Waiver | DPC |
| Local Assignment Options | DPC |
| Total Out-of-Field Teachers | DPC |

**Table 9: Class Assignments**

|  |  |
| --- | --- |
| Indicator | 2019–2020 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | DPC |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | DPC |

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

#### Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

***Year and month in which the data were collected:*** DPL

| **Subject** | **Textbooks and Other Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | DPL | DPL | DPL |
| **Mathematics** | DPL | DPL | DPL |
| **Science** | DPL | DPL | DPL |
| **History-Social Science** | DPL | DPL | DPL |
| **Foreign Language** | DPL | DPL | DPL |
| **Health** | DPL | DPL | DPL |
| **Visual and Performing Arts** | DPL | DPL | DPL |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | DPL |

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

#### Table 11: School Facility Conditions and Planned Improvements

**Narrative provided by the LEA**

*Using the* ***most recently collected*** *Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

#### Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

* Determination of repair status for systems listed
* Description of any needed maintenance to ensure good repair
* The year and month in which the data were collected
* The rate for each system inspected
* The overall rating

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

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

#### Overall Facility Rate

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

#### Table 13: Overall Rating

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
| DPL | DPL | DPL | DPL |

### 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).
* **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* + Aligned with CA CCSS for ELA and mathematics;
	+ Available to students in grades 3 through 8, and grade 11; and
	+ Uniformly administered across a grade, grade span, school, or district to all eligible students.
* **Options** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
	+ Smarter Balanced ELA and mathematics summative assessments;
	+ Other assessments meeting the SBE criteria; or
	+ Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
* 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.

#### Table 14: CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

**Percentage of Students Meeting or Exceeding the State Standard**

| **Subject** | **School 2019–2020** | **School 2020–2021** | **District 2019–2020** | **District 2020–2021** | **State 2019–2020** | **State 2020–2021** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics (grades 3-8 and 11)** | N/A | N/A | N/A | N/A | N/A | N/A |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15:** CAASPP Test Results in ELA by Student Group for students **taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |

Note: The CDE will populate this table for schools in cases where the school administered the CAASPP assessment.

Note: In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

**Table 16:** CAASPP Test Results in Mathematics by Student Group for students **taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |

Note: The CDE will populate this table for schools in cases where the school administered the CAASPP assessment.

Note: In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Table 17: Local Assessment Test Results in ELA by Student Group

Assessment Name(s):

**Grades Three through Eight and Grade Eleven**

**(School Year 2020–2021)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent** **At or Above Grade Level** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s):

**Grades Three through Eight and Grade Eleven**

**(School Year 2020–2021)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent** **At or Above Grade Level** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

#### Table 19: 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 2019–2020** | **School 2020–2021** | **District 2019–2020** | **District 2020–2021** | **State 2019–2020** | **State 2020–2021** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | N/A | DPC | N/A | DPC | N/A | DPC |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Table 20: CAASPP Test Results in Science by Student Group

**Grades Five, Eight, and High School (School Year 2020–2021)**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC | DPC |

Note: For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

#### Table 21: Career Technical Education Programs (School Year 2020–2021)

**Narrative provided by the LEA**

*Use this space to provide information about Career Technical Education (CTE) programs as follows:*

*• A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*

*• A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*

*• A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.*

#### Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

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

### Course Enrollment/Completion

#### Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission** | DPC |
| **2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission** | DPC |

#### 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

#### Table 24: California Physical Fitness Test Results (School Year 2020–2021)

| **Grade Level** | **Percentage of Students Meeting Four of SixFitness Standards** | **Percentage of Students Meeting Five of SixFitness Standards** | **Percentage of Students Meeting Six of SixFitness Standards** |
| --- | --- | --- | --- |
| **5** | N/A | N/A | N/A |
| **7** | N/A | N/A | N/A |
| **9** | N/A | N/A | N/A |

Note: due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

### 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

#### Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

**Narrative provided by the LEA**

*Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.*

#### 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

#### Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| **Indicator** | **School 2018–2019** | **School 2019–2020** | **School 2020–2021** | **District 2018–2019** | **District 2019–2020** | **District 2020–2021** | **State 2018–2019** | **State 2019–2020** | **State 2020–2021** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| **Graduation Rate** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |

#### Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)

**(School Year 2020–2021)**

| **Student Group** | **Number of Students in Cohort** | **Number of Cohort Graduates** | **Cohort Graduation Rate** |
| --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>

**Table 28: Chronic Absenteeism by Student Group**

**(School Year 2020–2021)**

| **Student Group** | **Cumulative Enrollment** | **Chronic Absenteeism Eligible Enrollment** | **Chronic Absenteeism Count** | **Chronic Absenteeism Rate** |
| --- | --- | --- | --- | --- |
| **All Students** | DPC | DPC | DPC | DPC |
| **Female** | DPC | DPC | DPC | DPC |
| **Male** | DPC | DPC | DPC | DPC |
| **American Indian or Alaska Native** | DPC | DPC | DPC | DPC |
| **Asian** | DPC | DPC | DPC | DPC |
| **Black or African American**  | DPC | DPC | DPC | DPC |
| **Filipino** | DPC | DPC | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC | DPC | DPC |
| **Native Hawaiian or Pacific Islander** | DPC | DPC | DPC | DPC |
| **Two or More Races** | DPC | DPC | DPC | DPC |
| **White** | DPC | DPC | DPC | DPC |
| **English Learners** | DPC | DPC | DPC | DPC |
| **Foster Youth** | DPC | DPC | DPC | DPC |
| **Homeless** | DPC | DPC | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC | DPC | DPC |
| **Students with Disabilities**  | DPC | DPC | DPC | DPC |

#### 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

#### Table 29: Suspensions and Expulsions

**(data collected between July through June, each full school year respectively)**

| **Rate** | **School 2018–2019** | **School 2020–2021** | **District 2018–2019** | **District 2020–2021** | **State 2018–2019** | **State 2020–2021** |
| --- | --- | --- | --- | --- | --- | --- |
| **Suspensions** | DPC | DPC | DPC | DPC | DPC | DPC |
| **Expulsions** | DPC | DPC | DPC | DPC | DPC | DPC |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

#### Table 30: Suspensions and Expulsions for School Year 2019–2020 Only

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| **Rate** | **School 2019–2020** | **District 2019–2020** | **State 2019–2020** |
| --- | --- | --- | --- |
| **Suspensions** | DPC | DPC | DPC |
| **Expulsions** | DPC | DPC | DPC |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

#### Table 31: Suspensions and Expulsions by Student Group

**(School Year 2020–2021)**

| **Student Group** | **Suspensions Rate** | **Expulsions Rate** |
| --- | --- | --- |
| **All Students** | DPC | DPC |
| **Female** | DPC | DPC |
| **Male** | DPC | DPC |
| **American Indian or Alaska Native**  | DPC | DPC |
| **Asian**  | DPC | DPC |
| **Black or African American**  | DPC | DPC |
| **Filipino**  | DPC | DPC |
| **Hispanic or Latino** | DPC | DPC |
| **Native Hawaiian or Pacific Islander**  | DPC | DPC |
| **Two or More Races**  | DPC | DPC |
| **White**  | DPC | DPC |
| **English Learners** | DPC | DPC |
| **Foster Youth** | DPC | DPC |
| **Homeless** | DPC | DPC |
| **Socioeconomically Disadvantaged** | DPC | DPC |
| **Students Receiving Migrant Education Services** | DPC | DPC |
| **Students with Disabilities** | DPC | DPC |

#### Table 32: School Safety Plan (School Year 2021–2022)

**Narrative provided by the LEA**

*Use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.*

### 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.

#### Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | DPC | DPC | DPC | DPC |
| **1** | DPC | DPC | DPC | DPC |
| **2** | DPC | DPC | DPC | DPC |
| **3** | DPC | DPC | DPC | DPC |
| **4** | DPC | DPC | DPC | DPC |
| **5** | DPC | DPC | DPC | DPC |
| **6** | DPC | DPC | DPC | DPC |
| **Other\*\*** | DPC | DPC | DPC | DPC |

\*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.

#### Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | DPC | DPC | DPC | DPC |
| **1** | DPC | DPC | DPC | DPC |
| **2** | DPC | DPC | DPC | DPC |
| **3** | DPC | DPC | DPC | DPC |
| **4** | DPC | DPC | DPC | DPC |
| **5** | DPC | DPC | DPC | DPC |
| **6** | DPC | DPC | DPC | DPC |
| **Other\*\*** | DPC | DPC | DPC | DPC |

\*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.

#### Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | DPC | DPC | DPC | DPC |
| **1** | DPC | DPC | DPC | DPC |
| **2** | DPC | DPC | DPC | DPC |
| **3** | DPC | DPC | DPC | DPC |
| **4** | DPC | DPC | DPC | DPC |
| **5** | DPC | DPC | DPC | DPC |
| **6** | DPC | DPC | DPC | DPC |
| **Other\*\*** | DPC | DPC | DPC | DPC |

\*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.

#### Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | DPC | DPC | DPC | DPC |
| **Mathematics** | DPC | DPC | DPC | DPC |
| **Science** | DPC | DPC | DPC | DPC |
| **Social Science** | DPC | DPC | DPC | DPC |

\*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.

#### Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | DPC | DPC | DPC | DPC |
| **Mathematics** | DPC | DPC | DPC | DPC |
| **Science** | DPC | DPC | DPC | DPC |
| **Social Science** | DPC | DPC | DPC | DPC |

\*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.

#### Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

| **Subject** | **AverageClassSize** | **Number of Classes\* 1-22** | **Number of Classes\* 23-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | DPC | DPC | DPC | DPC |
| **Mathematics** | DPC | DPC | DPC | DPC |
| **Science** | DPC | DPC | DPC | DPC |
| **Social Science** | DPC | DPC | DPC | DPC |

\*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.

#### Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

| **Title** | **Ratio** |
| --- | --- |
| **Pupils to Academic Counselor\*** | DPC |

\*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.

#### Table 40: Student Support Services Staff (School Year 2020–2021)

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

\*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.

#### Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | DPL | DPL | DPL | DPL |
| **District** | N/A | N/A | DPL | DPC |
| **Percent Difference – School Site and District** | N/A | N/A | DPL | DPL |
| **State** | N/A | N/A | DPC | DPC |
| **Percent Difference – School Site and State** | N/A | N/A | DPL | DPL |

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

#### Table 42: Types of Services Funded (Fiscal Year 2020–2021)

**Narrative provided by the LEA**

*Provide specific information about the types of programs and services available at the school that support and assist students.*

#### Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

| **Category** | **DistrictAmount** | **State AverageFor DistrictsIn Same Category** |
| --- | --- | --- |
| **Beginning Teacher Salary** | DPC | DPC |
| **Mid-Range Teacher Salary** | DPC | DPC |
| **Highest Teacher Salary** | DPC | DPC |
| **Average Principal Salary (Elementary)** | DPC | DPC |
| **Average Principal Salary (Middle)** | DPC | DPC |
| **Average Principal Salary (High)** | DPC | DPC |
| **Superintendent Salary** | DPC | DPC |
| **Percent of Budget for Teacher Salaries** | DPC | DPC |
| **Percent of Budget for Administrative Salaries** | DPC | DPC |

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

#### Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

**Percent of Students in AP Courses*:*** DPC

| **Subject** | **Number ofAP Courses Offered\*** |
| --- | --- |
| **Computer Science** | DPC |
| **English** | DPC |
| **Fine and Performing Arts** | DPC |
| **Foreign Language**  | DPC |
| **Mathematics** | DPC |
| **Science** | DPC |
| **Social Science** | DPC |
| **Total AP Courses Offered\*** | DPC |

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

#### Table 45: Table Professional Development

| **Measure** | **2019–2020** | **2020–2021** | **2021–2022** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | DPL | DPL | DPL |