

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-amard-jul20item01

# California State Board of EducationJuly 2020 AgendaItem #06

## Subject

School Accountability Report Card: Approval of the Template for the 2019–2020 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).

The 2019–2020 SARC template has been modified to: (1) implement changes in state and federal accountability reporting requirements in response to the COVID-19 pandemic, (2) make the format more user-friendly and comprehensive for parents/guardians and members of the public, and (3) update the school years and fiscal years to reflect the date of the data collection.

## Recommendation

The California Department of Education (CDE) recommends that the SBE approve the proposed SARC template for the 2019–2020 school year.

## Brief History of Key Issues

The following areas of modifications are proposed for the 2019–2020 SARC template which must be publicly posted annually no later than February 1, 2021.

### Update to the Academic Assessment Tables

1. Due to the COVID-19 pandemic, Executive Order N-30-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.18-N-30-20-Schools.pdf>) was issued on March 17, 2020, and waived the requirement for academic testing of mathematics, English language arts, and science for the 2019–2020 school year. The Executive Order N-30-20 states in part:

**“IT IS HEREBY ORDERED** that Education Code section 60641(a), requiring that all pupils be administered academic assessments in mathematics, English language arts, and science, as provided for in Education Code section 60640, is waived for the 2019–2020 school year for all schools in the state for which the United States Department of Education approves, based on the impact of the COVID-19 pandemic on students and school communities throughout California, a federal waiver of requirements to administer those academic assessments.”

As a result of this Executive Order, the following tables have been modified to reflect “no data available.” However, the tables are retained in the 2019–2020 SARC template with this information as an effort to avoid any confusion for parents and the general public.

* + - Table “CAASPP Test Results in ELA and Mathematics for All Students”, changing the data fields for 2019–2020 (school, district, and state levels) from DPC (data provided by the CDE) to N/A.
		- Table “CAASPP Test Results in ELA by Student Group”, changing the data fields from DPC to N/A.
		- Table “CAASPP Test Results in Mathematics by Student Group”, changing the data fields from DPC to N/A.
		- Table “CAASPP Test Results in Science for All Students”, changing the data fields for 2019–2020 (school, district, and state levels) from DPC to N/A.
		- Table “CAASPP Test Results in Science by Student Group”, changing the data fields from DPC to N/A.
1. Due to the COVID-19 pandemic, Executive Order N-56-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/04/EO-N-56-20-text.pdf>) was issued on April 22, 2020, and waived the requirement to administer the physical fitness performance test and to report the test results for the 2019–2020 school year. The Executive Order N-56-20 states in part:

“**IT IS HEREBY ORDERED THAT**: . . .

1. The requirements specified in Education Code sections 51210(a)(7), 51220(d), 51222, and 51223, related to minimum instructional minutes in physical education for grades 1-12 are waived, and the requirements specified in Education Code section 51241(b)(2), related to providing adequate facilities for physical education courses, are waived.
2. Education Code section 60800, requiring each local educational agency (LEA) maintaining any of grades 5, 7, and 9 to administer a physical fitness performance test to each student in those grades, and Education Code sections 33352(b)(4) and (5), requiring the California Department of Education to collect data regarding the administration of the physical fitness test, are waived for the 2019–20 school year.”

As a result of this Executive Order, the following table has been modified to reflect “no data available.” However, the table is retained in the 2019–2020 SARC template with this information as an effort to avoid any confusion for parents and the general public.

* + - Table “California Physical Fitness Test Results”, changing the data fields from DPC to N/A.
1. Modify the title of the table from “Ratio of Academic Counselors to Pupils” to now read “Ratio of Pupils to Academic Counselor” to accurately reflect the data being reported.
2. In the “State Priority: School Climate” section of the SARC, “Suspensions and Expulsions” table, the school suspension and expulsion rates for the 2019–2020 school year will not be comparable to prior years given the COVID-19 crisis and the inability of students to attend school in-person for a complete school year. As such, the CDE cautions the public against making any comparisons at the school-level between the reported suspension and expulsion rates for the 2019–2020 school year versus prior years of data for this indicator. Therefore, the three-year comparison table has been split into two tables creating a separate table for the 2019–2020 school year to reflect the data collected between July 2019 through February 2020, a partial school year due to the COVID-19 crisis. While the two-year comparison table (2017–2018 and 2018–2019 school years) continues to reflect the data collected between July through June, for each full school year, respectively.

The CDE continues to assist public schools and LEAs in reducing their data burden and to make SARCs more uniform, the CDE will pre-populate approximately 80 percent of the proposed 2019–2020 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

On July 1, 2019, Senate Bill 75 was signed into law which authorized $350,000 for the CDE to contract with the San Joaquin County Office of Education (SJCOE) to rebuild the SARC web application for ease of use by schools and LEAs. For the most recent school year, 7,778 out of 10,177, or 76.4 percent of LEAs used the SARC web application or PDF upload option. While the use of the web application and PDF upload option has increased over time, with this additional funding SJCOE will further modernize the system and provide additional features to users that are not currently available due to the outdated technology of the application.

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

The SBE annually reviews and approves the SARC template. In July 2019, the SBE approved modifications to the 2018–2019 SARC template used for SARCs published during the 2019–2020 school year based on the revision of the state and federal accountability reporting requirements. See SBE action in July, 2019 for more information: <https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item06.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.

The budget appropriated $178,000 for the CDE to contract with the SCJOE in the 2019–2020 fiscal year and $154,000 in each fiscal year thereafter for the maintenance and support of the California School Dashboard and the School Accountability Report Card. Additionally, the budget provided the CDE $350,000 for a one-time contract with the SJCOE to rebuild the SARC web application.

## Attachment(s)

Attachment 1: 2019–2020 School Accountability Report Card Template (18 pages)

# 2019–2020School Accountability Report Card Template(Word Version)

(To be used to meet the state reporting requirement

by February 1, 2021)

**Prepared by:**

California Department of Education

Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**

September 2020

**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 2019–2020 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 webpage at <https://www.cde.ca.gov/ta/ac/sa/>.
* For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

**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

#### District Contact Information (School Year 2020–2021)

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

#### School Contact Information (School Year 2020–2021)

| **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 |

#### School Description and Mission Statement (School Year 2020–2021)

**Narrative provided by the LEA**

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

#### Student Enrollment by Grade Level (School Year 2019–2020)

| **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 |
| **Ungraded Elementary** | DPC |
| **Grade 9** | DPC |
| **Grade 10** | DPC |
| **Grade 11** | DPC |
| **Grade 12** | DPC |
| **Ungraded Secondary** | DPC |
| **Total Enrollment** | DPC |

#### Student Enrollment by Student Group (School Year 2019–2020)

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

#### Teacher Credentials

| **Teachers** | **School2018–2019** | **School2019–2020** | **School2020–2021** | **District2020–2021** |
| --- | --- | --- | --- | --- |
| **With Full Credential** | DPL | DPL | DPL | DPL |
| **Without Full Credential** | DPL | DPL | DPL | DPL |
| **Teaching Outside Subject Area of Competence (with full credential)** | DPL | DPL | DPL | DPL |

#### Teacher Misassignments and Vacant Teacher Positions

| **Indicator** | **2018–2019** | **2019–2020** | **2020–2021** |
| --- | --- | --- | --- |
| **Misassignments of Teachers of English Learners** | DPL | DPL | DPL |
| **Total Teacher Misassignments\*** | DPL | DPL | DPL |
| **Vacant Teacher Positions** | DPL | DPL | DPL |

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020–2021)

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

| **Subject** | **Textbooks and 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.

#### 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).*

#### 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 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

#### 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
* The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven**

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

| **Subject** | **School 2018–2019** | **School 2019–2020** | **District 2018–2019** | **District 2019–2020** | **State 2018–2019** | **State 2019–2020** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | DPC | N/A | DPC | N/A | DPC | N/A |
| **Mathematics (grades 3-8 and 11)** | DPC | N/A | DPC | N/A | DPC | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.CAASPP Test Results in Mathematics by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

#### 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 2018–2019** | **School 2019–2020** | **District 2018–2019** | **District 2019–2020** | **State 2018–2019** | **State 2019–2020** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | DPC | N/A | DPC | N/A | DPC | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group

**Grades Five, Eight, and High School (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

#### Career Technical Education Programs (School Year 2019–2020)

**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.*

#### Career Technical Education (CTE) Participation (School Year 2019–2020)

| **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 |

#### Courses for University of California (UC) and/or California State University (CSU) Admission

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission** | DPC |
| **2018–2019 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

#### California Physical Fitness Test Results (School Year 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20, waiving the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

* Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020–2021)

**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; and
* High school graduation rates

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

| **Indicator** | **School 2016–2017** | **School 2017–2018** | **School 2018–2019** | **District 2016–2017** | **District 2017–2018** | **District 2018–2019** | **State 2016–2017** | **State 2017–2018** | **State 2018–2019** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC | DPC |
| **Graduation Rate** | DPC | DPC | DPC | DPC | DPC | 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

#### Suspensions and Expulsions

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

| **Rate** | **School 2017–2018** | **School 2018–2019** | **District 2017–2018** | **District 2018–2019** | **State 2017–2018** | **State 2018–2019** |
| --- | --- | --- | --- | --- | --- | --- |
| **Suspensions** | DPC | DPC | DPC | DPC | DPC | DPC |
| **Expulsions** | DPC | DPC | DPC | DPC | DPC | DPC |

#### 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 prior 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 prior years.

#### School Safety Plan (School Year 2020–2021)

**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 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.

#### Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

| **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.

#### 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.

#### 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.

#### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

| **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.

#### 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.

#### 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.

#### Ratio of Pupils to Academic Counselor (School Year 2019–2020)

| **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.

#### Student Support Services Staff (School Year 2019–2020)

| **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.

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

| **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.

#### Types of Services Funded (Fiscal Year 2019–2020)

**Narrative provided by the LEA**

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

#### Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| **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 Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

#### Advanced Placement (AP) Courses (School Year 2019–2020)

**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.

#### Professional Development

| **Measure** | **2018–2019** | **2019–2020** | **2020–2021** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | DPL | DPL | DPL |