

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-jul22item01

# California State Board of EducationJuly 2022 AgendaItem #03

## Subject

School Accountability Report Card: Approval of the Template for the 2021–22 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 2021–22 SARC template has been modified to: (1) align with new state and federal accountability reporting requirements, (2) remove references to the COVID-19 pandemic statewide assessment requirements implemented during the 2020–21 school year, 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 2021–22 school year.

## Brief History of Key Issues

The following areas of modifications are proposed for the 2021–22 SARC template.

### Update to the State and Federal Accountability Tables

1. “State Priority: Basic” section of the SARC (page 5 of 25)

Tables 6, 7, 8, 9 and 10 have been revised from one-year data tables to two-year data tables. 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. During last year’s 2020–21 SARC, the CDE received the first year (2020–21) of available teacher data through an exchange with the Commission on Teacher Credentialing (CTC) and its new California State Assignment Accountability System (CalSAAS) process.

As a result of the CTC’s CalSAAS process, where data are available, the CDE will pre-populate the 2020–21 and 2021–22 teacher data for each public school SARC in the following areas: (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.

1. “State Priority: Pupil Achievement” section of the SARC (page 10 of 25)

The local assessment tables that were added to last year’s SARC template as a result of the COVID-19 pandemic have been removed. During the 2020–21 school year, the LEAs were allowed to report results from a different assessment when the statewide summative assessments, California Assessment of Student Performance and Progress (CAASPP), in English language arts/literacy (ELA) and in mathematics were not the most viable option (for one or more grade-level[s] within the LEA) provided that the different assessment met the criteria established by the SBE on March 16, 2021.

However, this accommodation was only approved for the 2020–21 school year, therefore the local assessment tables have been removed from the 2021–22 SARC template. During the 2021–22 school year, the LEAs are required to resume administering the statewide summative assessment (CAASPP) in ELA and in mathematics to grades three through eight and grade eleven.

### Update to the Academic Assessment Tables

1. “State Priority: Other Pupil Outcomes” section of the SARC (page 15 of 25)

The California Physical Fitness Test (PFT) Results (Table 23) has been revised due to changes to the 2021–22 PFT administration. The PFT results are no longer of the percentage of students meeting the fitness standards. For the 2021–22 and 2022–23 school years, the PFT results are of the percentage of students participating in each of the five FITNESSGRAM components.

There are six FITNESSGRAM areas: (1) Aerobic Compacity, (2) Body Composition, (3) Abdominal Strength and Endurance, (4) Trunk Extensor and Strength and Flexibility, (5) Upper Body Strength and Endurance, and (6) Flexibility. However, while the PFT study is in progress, the CDE proposed a temporary solution for the administration of the PFT during the 2021–22 and 2022–23 school years: LEAs will be required to administer the FITNESSGRAMwithout the use of the Body Composition Test component. For further information, please refer to the October 2021 Information Memorandum on the PFT at <https://www.cde.ca.gov/be/pn/im/documents/oct21memoadad01.docx>.

The CDE continues to assist the public schools and LEAs in reducing their data burden and plans to pre-populate the majority of the proposed 2021–22 SARC template 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

Effective with the 2020–21 SARC, the SARC web application and the Find a SARC web page have been redesigned to enable the download of translated SARCs in over 70 languages. The Google Translation function is available for SARCs that have been posted using the electronic SARC template located on the SARC web application and is available free of charge.

This new functionality has made it easier for schools and LEAs to use the tool and to meet their legal requirement to translate their SARCs. In accordance with EC Section 48985, if 15 percent or more of the pupils enrolled in a school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian of any such pupil must, in addition to being written in English.

### LEA Report Card Assessment Reporting Collection

The Addendum section and tables used in the 2020–21 SARC template to collect district-level assessment summary data to populate 2020–21 LEA Report Cards to fulfill federal reporting requirements are no longer relevant and have been removed.

This accommodation was only approved for the 2020–21 school year and 2020–21 LEA Report Cards as a result of the COVID-19 pandemic.

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

The SBE annually reviews and approves the SARC template. In July 2021, the SBE approved modifications to the 2020–21 SARC template used for SARCs published during the 2021–22 school year, based on revisions to the state and federal accountability reporting requirements (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item05.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: 2021–22 School Accountability Report Card Template (25 pages)

# Attachment 12021–22 School Accountability Report Card Template(Word Version)

(To be used to meet the state reporting requirement

by February 1, 2023)

**Prepared by:**

California Department of Education

Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**

September 2022

**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 2021–22 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 refer to data provided by the CDE.**

### About This School

#### Table 1: District Contact Information (School Year 2022–23)

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

#### Table 2: School Contact Information (School Year 2022–23)

| **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 2022–23)

**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 2021–22)

| **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 2021–22)

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Female** | [DPC] |
| **Male** | [DPC] |
| **Non-Binary** | [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 (School Year 2020–21)

| **Authorization/Assignment** | **School Number** | **School Percent** | **District Number** | **District Percent** | **State Number** | **State Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Intern Credential Holders Properly Assigned** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Unknown** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Total Teaching Positions** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [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 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: Teacher Preparation and Placement (School Year 2021–22)

| **Authorization/Assignment** | **School Number** | **School Percent** | **District Number** | **District Percent** | **State Number** | **State Percent** |
| --- | --- | --- | --- | --- | --- | --- |
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Intern Credential Holders Properly Assigned** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Unknown** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Total Teaching Positions** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### Table 8: Teachers Without Credentials and Misassignments

**(considered “ineffective” under ESSA)**

| **Authorization/Assignment**  | **2020–21****Number** | **2021–22****Number** |
| --- | --- | --- |
| **Permits and Waivers** | [DPC] | [DPC] |
| **Misassignments** | [DPC] | [DPC] |
| **Vacant Positions** | [DPC] | [DPC] |
| **Total Teachers Without Credentials and Misassignments** | [DPC] | [DPC] |

#### Table 9: Credentialed Teachers Assigned Out-of-Field

**(considered “out-of-field” under ESSA)**

| **Indicator** | **2020–21****Number** | **2021–22****Number** |
| --- | --- | --- |
| **Credentialed Teachers Authorized on a Permit or Waiver** | [DPC] | [DPC] |
| **Local Assignment Options** | [DPC] | [DPC] |
| **Total Out-of-Field Teachers** | [DPC] | [DPC] |

#### Table 10: Class Assignments

| **Indicator** | **2020–21****Percent** | **2021–22****Percent** |
| --- | --- | --- |
| **Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)** | [DPC] | [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] | [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 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

***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 12: 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 13: 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 14: 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).
* **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.

#### Table 15: 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 2020–21** | **School 2021–22** | **District 2020–21** | **District 2021–22** | **State 2020–21** | **State 2021–22** |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts/Literacy (grades 3-8 and 11)** | N/A | [DPC] | N/A | [DPC] | N/A | [DPC] |
| **Mathematics (grades 3-8 and 11)** | N/A | [DPC] | N/A | [DPC] | N/A | [DPC] |

Note: The 2020–21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 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 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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.

#### Table 16: **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 2021–22)**

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### Table 17: **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 2021–22)**

| **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] |
| **Military** | [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: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### Table 18: 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 2020–21** | **School 2021–22** | **District 2020–21** | **District 2021–22** | **State 2020–21** | **State 2021–22** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science (grades 5, 8 and high school)** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

#### **Table 19: CAASPP Test Results in Science by Student Group**

**Grades Five, Eight, and High School (School Year 2021–22)**

| **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] |
| **Military** | [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: 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.

#### Table 20: Career Technical Education Programs (School Year 2021–22)

**[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 21: Career Technical Education (CTE) Participation

**(School Year 2021–22)**

| **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] |

#### Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

| **UC/CSU Course Measure** | **Percent** |
| --- | --- |
| **2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission** | [DPC] |
| **2020–21 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 23: California Physical Fitness Test Results (School Year 2021–22)

**Percentage of Students Participating in each of the five Fitness Components**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade**  | **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** |
| **5**   | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **7**   | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **9**   | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

### 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 24: Opportunities for Parental Involvement (School Year 2022–23)

**[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 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| **Indicator** | **School 2019–20** | **School 2020–21** | **School 2021–22** | **District 2019–20** | **District 2020–21** | **District 2021–22** | **State 2019–20** | **State 2020–21** | **State 2021–22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Dropout Rate** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Graduation Rate** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

#### Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)

**(School Year 2021–22)**

| **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] |
| **Non-Binary** | [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 27: Chronic Absenteeism by Student Group

**(School Year 2021–22)**

| **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 28: Suspensions and Expulsions for School Year 2019–20 Only

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

| **Rate** | **School 2019–20** | **District 2019–20** | **State 2019–20** |
| --- | --- | --- | --- |
| **Suspensions** | [DPC] | [DPC] | [DPC] |
| **Expulsions** | [DPC] | [DPC] | [DPC] |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

#### Table 29: Suspensions and Expulsions

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Rate** | **School 2020–21** | **School 2021–22** | **District 2020–21** | **District 2021–22** | **State 2020–21** | **State 2021–22** |
| **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 by Student Group

**(School Year 2021–22)**

| **Student Group** | **Suspensions Rate** | **Expulsions Rate** |
| --- | --- | --- |
| **All Students** | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] |
| **Non-Binary** | [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 31: School Safety Plan (School Year 2022–23)

**[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 32: Average Class Size and Class Size Distribution (Elementary)

**(School Year 2019–20)**

| **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 33: Average Class Size and Class Size Distribution (Elementary)

**(School Year 2020–21)**

| **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 2021–22)**

| **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 (Secondary)

**(School Year 2019–20)**

| **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 36: Average Class Size and Class Size Distribution (Secondary)

**(School Year 2020–21)**

| **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 2021–22)**

| **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: Ratio of Pupils to Academic Counselor (School Year 2021–22)

| **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 39: Student Support Services Staff (School Year 2021–22)

| **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 40: Expenditures Per Pupil and School Site Teacher Salaries

**(Fiscal Year 2020–21)**

| **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 41: Types of Services Funded (Fiscal Year 2021–22)

**[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 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

| **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/>.

#### Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

**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 44: Professional Development

| **Measure** | **2020–21** | **2021–22** | **2022–23** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | [DPL] | [DPL] | [DPL] |