# School Accountability Report Card (SARC)

**Data Element Definitions  
and Sources  
2024–25**

California Department of Education  
Information and Technology Branch

Analysis, Measurement, and Accountability Reporting Division

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## About this School

### District Contact Information

#### **Legal Requirements**

There is no legal requirement for the local educational agencies[[1]](#footnote-1) (LEAs) to provide the California Department of Education (CDE) with this data during the school year. However, this data is required to be provided in the School Accountability Report Card (SARC) pursuant to *Education Code* (*EC*) sections 33126 and 35256.

#### **Definitions**

For the most recent school year (2025–26), district name, phone number, superintendent, email address, and website.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the county-district-school (CDS) database. District information is reported by LEAs to the CDE through the Online Public Update for Schools (OPUS) application which populates the CDS database. The CDE maintains the CDS database and provides contact information to all Department programs. CDS information is made available to the public to view through the CDE California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>.

At a minimum, LEAs should annually review the contact information provided by the CDE to verify that it is current for this school year. Any time there is a change in administration or other CDS information the LEAs should report the changes to the CDE via the OPUS.

For information on updating CDS information through the OPUS, visit the CDE OPUS-CDS Application and Resources web page at <https://www.cde.ca.gov/ds/si/ds/opuscds.asp>.

### School Contact Information

#### **Legal Requirements**

There is no legal requirement for the LEAs to provide the CDE with this data during the school year. However, this data is required to be provided in the SARC pursuant to *EC* sections 33126 and 35256.

#### **Definitions**

For the most recent school year (2025–26), school name, street, city, state, zip, phone number, principal, email address, website, grade span, and county-district-school (CDS) code.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the CDS database. School information is reported by LEAs to the CDE through the OPUS application which populates the CDS database. The CDE maintains the CDS database and provides contact information to all Department programs. CDS information is made available to the public to view through the CDE California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>.

At a minimum, LEAs should annually review the contact information provided by the CDE to verify that it is current for this school year. Any time there is a change in administration or other CDS information the LEAs should report the changes to the CDE via the OPUS.

For information on updating CDS information through the OPUS, visit the CDE OPUS-CDS Application and Resources web page at <https://www.cde.ca.gov/ds/si/ds/opuscds.asp>.

### School Description and Mission Statement

#### **Legal Requirements**

There is no legal requirement for the LEAs to provide the CDE with this data during the school year. However, this data is required to be provided in the SARC pursuant to *EC* sections 33126 and 35256.

#### **Definitions**

For the most recent school year (2025–26), background information about the school, its programs, and its goals.

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Suggested questions that may be answered include:

* What makes the school unique?
* What are the school’s goals, as expressed in the single school plan?
* What are the school’s progress indicators?
* How often are the progress indicators monitored?
* What schoolwide programs exist at the school?

### Student Enrollment by Grade Level

#### **Legal Requirements**

There is no legal requirement for the LEAs to provide the CDE with these data during the school year. However, these data are required to be provided in the SARC pursuant to *EC* sections 33126 and 35256.

#### **Definitions**

For the SARC reporting year (2024–25), this section includes the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October).

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

The aggregate counts by grade include students who had a CALPADS primary and short-term enrollment record on the previous year Fall Census Day (first Wednesday in October). Beginning in 2020–21, the DataQuest Annual Enrollment reports include both primary and short-term enrollments. In cases where concurrent student primary enrollment records were certified in CALPADS for more than one school, student enrollment is counted in each school’s aggregate counts. Short-term enrollments that automatically convert to long-term enrollments after 30 days are included in school aggregate counts. Educational Options schools include:

* Alternative Schools of Choice;
* Juvenile Court Schools;
* Community Day Schools;
* County Community Schools;
* Continuation Schools;
* Opportunity Schools; and
* Home and Hospital Schools.

For more information, review the Statewide Student Identifier (SSID) and Enrollment Procedures and CALPADS Data Guide documents located on the CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

An aggregate enrollment report that uses certified CALPADS Fall 1 data can be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

### Student Enrollment by Student Group

#### **Legal Requirements**

There is no legal requirement for the LEAs to provide the CDE with these data during the school year. However, these data are required to be provided in the SARC pursuant to *EC* sections 33126 and 35256.

#### **Definitions**

For the SARC reporting year (2024–25), this section includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by gender, racial/ethnic student group, and the percentage of students at the school who are identified as English Learners (ELs), foster youth, homeless students, migrant students, socioeconomically disadvantaged (SED), and students with disabilities.

The formula for the percent of student enrollment by student group is:

(The number of enrolled students at the time of the Fall Census Day   
[first Wednesday in October] in each student group)

– divided by –

(The total number of students enrolled in the school at the time of   
the Fall Census Day [first Wednesday in October])

Student Groups:

* Female
* Male
* Non-Binary
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Migrant
* Socioeconomically Disadvantaged (SED)
* Students with Disabilities

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the free or reduced-price meal (FRPM) program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, tribal foster youth, or enrolled in a Juvenile Court School, or (3) where neither of the parents were a high school graduate.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the certified CALPADS Fall 1 data.

The aggregate counts by race/ethnicity include students who had a CALPADS primary and short-term enrollment record on the previous year Fall Census Day (first Wednesday in October). Beginning in 2020–21, the DataQuest Annual Enrollment reports include both primary and short-term enrollments. In cases where concurrent student primary enrollment records were certified in CALPADS for more than one school, student enrollment will be counted in each school’s aggregate counts. Short-term enrollments that automatically convert to long-term enrollments after 30 days are included in school aggregate counts. Educational Options schools include:

* Alternative Schools of Choice;
* Juvenile Court Schools;
* Community Day Schools;
* County Community Schools;
* Continuation Schools;
* Opportunity Schools; and
* Home and Hospital Schools.

For more information, review the SSID and Enrollment Procedures and the CALPADS Data Guide documents located on the CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

An aggregate enrollment report that uses certified CALPADS Fall 1 data can be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

## **A. Conditions of Learning**

## State Priority: Basic

### Teacher Preparation and Placement

#### **Legal Requirements**

*EC* Section 33126 (b)(5)

Elementary and Secondary Education Act   
(ESEA) Section 1111 (h)(1)(C)(ix)

ESEA Section 1111 (h)(5)(D)

#### **Definitions**

For the 2021–22, 2022–23, and 2023–24 school years, at the school, district, and state levels, the number and percent of teacher authorization/assignment that are:

* Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned);
* Intern Credential Holders Properly Assigned;
* Teachers Without Credentials and Misassignments (“ineffective” under Every Student Succeeds Act [ESSA]);
* Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA); and
* Unknown/Incomplete/NA

For the 2021–22, 2022–23, and 2023–24 school years, at the school, district, and state levels, the total number and percent of teaching positions.

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned**): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned**: The teacher possesses a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments (“ineffective” under ESSA)**: An ineffective teacher is any of the following:

* An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license, or
* A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned), or
* An individual who holds no credential, permit, or authorization to teach in California.

“Ineffective” includes the following limited term emergency permits:

* Provisional Internship Permits,
* Short-Term Staff Permits,
* Variable Term Waivers, and
* Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)**: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

* General Education Limited Assignment Permit (GELAP)
* Special Education Limited Assignment Permit (SELAP)
* Short-Term Waivers
* Emergency English Learner or Bilingual Authorization Permits
* Local Assignment Options (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])

**Unknown****/Incomplete/NA:** A single aggregate of the full-time equivalent (FTE) sum of the following categories.

* **Unknown**: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.
* **Incomplete:** An assignment monitoring outcome of "incomplete" indicates that missing or incorrect information about the assignment was reported to CALPADS by the LEA which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process.
* **Not Applicable (N/A):** An assignment monitoring outcome of "N/A" indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment.

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

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the teacher data based on both the FTE submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 2 submission as well as the assignment monitoring outcome data determined during the annual assignment monitoring process conducted by the CTC through the California State Assignment Accountability System (CalSAAS).

For information on the CalSAAS, visit the CALPADS Update Flash #201 web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp>.

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

An overview of the Teaching Assignment Monitoring Outcome (AMO) data used for the teacher tables in the SARC, including data sources, DataQuest reports, additional downloadable files, definitions, and a description of the methodology for processing the data, are available on the Information about the Teaching AMO Report web page at [https://www.cde.ca.gov/ds/ad/tamoinfo.asp.](https://www.cde.ca.gov/ds/ad/tamoinfo.asp)

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing’s Administrator’s Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### **Teachers Without Credentials and Misassignments**

#### **Legal Requirements**

*EC* Section 33126 (b)(5)

*EC* Section 33126 (b)(5)(A)

*EC* Section 33126 (b)(5)(B)

#### **Definitions**

For the 2021–22, 2022–23, and 2023–24 school years, at the school level, the number of authorization/assignment of teachers:

* Permits and Waivers;
* Misassignments; and
* Vacant Positions

For the 2021–22, 2022–23, and 2023–24 school years, at the school level, the total number of teachers without credentials and misassignments.

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

**Permits and Waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential. These include: Provisional Internship Permits, Short-term Staff Permits, Variable Term Waivers as well as substitute permits or Teaching Permits for Statutory Leave. Under California’s ESSA definition, these teachers are considered “ineffective”.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization. These services areas, for which the California Commission on Teacher Credentialing issues credentials, include Administrative Services, Student Personnel Services, Clinical/Rehabilitative Services, Library Media Services, and School Nurse or Other Health Services.

**Vacant Teacher Positions:** The total number of the school’s vacant teacher positions (the number of positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position of which a single-designated certificated employee has not been assigned at the beginning of a semester for an entire semester).

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single-designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the teacher data based on both the FTE submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 2 submission as well as the assignment monitoring outcome data determined during the annual assignment monitoring process conducted by the CTC through the California State Assignment Accountability System (CalSAAS).

For information on the CalSAAS, visit the CALPADS Update Flash #201 web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp>.

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

An overview of the Teaching Assignment Monitoring Outcome (AMO) data used for the teacher tables in the SARC, including data sources, DataQuest reports, additional downloadable files, definitions, and a description of the methodology for processing the data, are available on the Information about the Teaching AMO Report web page at <https://www.cde.ca.gov/ds/ad/tamoinfo.asp>.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing’s Administrator’s Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### **Credentialed Teachers Assigned Out-of-Field**

#### **Legal Requirements**

*EC* Section 33126 (b)(5)

ESEA Section 1111 (h)(1)(C)(ix)

ESEA Section 1111 (h)(5)(D)

#### **Definitions**

For the 2021–22, 2022–23, and 2023–24 school years, at the school level, the number of teachers:

* Credentialed Teachers Authorized on a Permit or Waiver; and
* Local Assignment Options

For the 2021–22, 2022–23, and 2023–24 school years, at the school level, the total number of out-of-field teachers.

**Credentialed Teachers Authorized on a Permit or Waiver**: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential. These include: General Education Limited Assignment Permits (GELAP), Special Education Limited Assignment Permits (SELAP), Short-Term Waivers, and Emergency English Learner or Bilingual Authorization Permits. Under California’s ESSA definition, these teachers are considered “out-of-field”.

**Local Assignment Options**: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign *any* fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California *Education Code* and those required by the California Commission on Teacher Credentialing. Local Assignment Options made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b] are not considered out-of-field.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the teacher data based on both the FTE submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 2 submission as well as the assignment monitoring outcome data determined during the annual assignment monitoring process conducted by the CTC through the California State Assignment Accountability System (CalSAAS).

For information on the CalSAAS, visit the CALPADS Update Flash #201 web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp>.

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

An overview of the Teaching Assignment Monitoring Outcome (AMO) data used for the teacher tables in the SARC, including data sources, DataQuest reports, additional downloadable files, definitions, and a description of the methodology for processing the data, are available on the Information about the Teaching AMO Report web page at [https://www.cde.ca.gov/ds/ad/tamoinfo.asp.](https://www.cde.ca.gov/ds/ad/tamoinfo.asp)

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing’s Administrator’s Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### **Class Assignments**

#### **Legal Requirements**

*EC* Section 33126 (b)(5)

*EC* Section 33126 (b)(5)(B)

ESEA Section 1111 (h)(1)(C)(ix)

ESEA Section 1111 (h)(5)(D)

#### **Definitions**

For the 2021–22, 2022–23, and 2023–24 school years, at the school level, the percent of teachers:

* Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned); and
* No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

**Misassignments for English Learners** – The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required English Learner certificate, credential, or other statutory authorization, regardless of the subject matter.

**No credential, permit or authorization to teach** – The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source is the teacher data based on both the FTE submitted and certified by LEAs and/or charter schools as part of the annual CALPADS Fall 2 submission as well as the assignment monitoring outcome data determined during the annual assignment monitoring process conducted by the CTC through the California State Assignment Accountability System (CalSAAS).

For information on the CalSAAS, visit the CALPADS Update Flash #201 web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp>.

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

An overview of the Teaching Assignment Monitoring Outcome (AMO) data used for the teacher tables in the SARC, including data sources, DataQuest reports, additional downloadable files, definitions, and a description of the methodology for processing the data, are available on the Information about the Teaching AMO Report web page at [https://www.cde.ca.gov/ds/ad/tamoinfo.asp.](https://www.cde.ca.gov/ds/ad/tamoinfo.asp)

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing’s Administrator’s Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials

#### **Legal Requirements**

*EC* Section 33126 (b)(6)(A) *EC* Section 33126 (b)(6)(B) *EC* Section 60119 (c)

#### **Definitions**

For the most recent school year (2025–26)."Sufficient textbooks or other instructional materials" mean that each student, including ELs, has standards-aligned textbooks or other instructional materials, or both to use in class and to take home. Two sets of textbooks or other instructional materials for each student are not required. Sufficient textbooks or other instructional materials do not include photocopied sheets from only a portion of a textbook or other instructional materials copied to address a shortage.

Subject areas to be included are all of the following:

The core curriculum areas:

* Reading/Language Arts
* Mathematics
* Science
* History-Social Science

Sufficiency must also be determined for the following subjects:

* Foreign language
* Health
* Visual and Performing Arts
* Science Laboratory Equipment (grades nine through twelve)

List all textbooks and other instructional materials used in the school for all the subjects mentioned above, and include the following:

* The year in which they were adopted;
* Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) (kindergarten and grades one through eight) and adopted by the local governing boards (grades nine through twelve), and which are consistent with the content and cycles of the curriculum frameworks adopted by the SBE;
* For kindergarten and grades one through eight, the list of textbooks and other instructional materials should also include any supplemental curriculum adopted by the local governing board;
* If schools with kindergarten and grades one through eight are using textbooks and other instructional materials that are not from the most recent state-approved list, provide an explanation of why non-adopted materials are being used and how they are aligned with state standards; and
* If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and/or other instructional materials.

The sufficiency requirement for the core areas of reading/language arts (including the English language development component of an adopted program), mathematics, science, and history-social science applies to all students, including ELs. However, the sufficiency requirement for foreign language, health, visual and performing arts, and science laboratory equipment applies only to students enrolled in those courses. While *EC* Section 60119 does not require a finding of sufficiency for textbooks or other instructional materials in visual and performing arts, the SARC does require this information.

If the governing board determines, pursuant to *EC* Section 60119, that there are insufficient textbooks or other instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percentage of students who lack sufficient standards-aligned textbooks or other instructional materials in each subject area.

The formula for the percent of students lacking their own assigned textbooks and/or other instructional materials is:

(The number of students lacking their own assigned textbooks and/or other instructional materials)

– divided by –

(The total number of students enrolled in the subject area  
at the time of the Fall Census Day [first Wednesday in October])

The description should use the most recent available data collected by the LEA. Specify the year and month in which the data were collected to populate this table.

#### **Data Sources and Guidelines**

The data must be provided by the LEA.

Local governing board resolutions concerning the adoption and availability of sufficient textbooks and other instructional materials should contain much of the information needed for this reporting element. In addition, LEA curriculum departments should have records of the ordering and distribution of adopted textbooks and other instructional materials.

Schools are not required to present SARC information in a tabular format. The table in the SARC template is only a guide. Schools can provide a narrative or other format, so long as it includes all the information requested in the SARC template.

### School Facility Conditions and Planned Improvements

#### **Legal Requirements**

*EC* Section 33126(b)(8)

*EC* Section 33126.1(b)(3)

*EC* sections 17002(d), 17014, 17032.5, 17070.75(a), 17089(b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

#### **Definitions**

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

* Description of the safety, cleanliness, and adequacy of the school facility;
* Description of any planned or recently completed facility improvements; and
* Description of any needed maintenance to ensure good repair as specified in statute.

“Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC) and approved by the State Allocation Board. The FIT evaluates a school facilities’ good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

The LEA/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC and the same criteria specified in *EC* Section 17002(d).

Descriptions should use the most recent available data collected by the LEA provided in the school’s most recent facility inspection report. The year and month in which the data were collected should also be identified (date of the most recent facility inspection).

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Questions that may be answered include:

* Are students safe on school grounds before, during, and after school?
* Does the school facility have sufficient classroom, playground, and staff spaces to support teaching and learning?
* What is the general condition of the school, and is it cleaned on a regular basis?

Examples of unacceptable summary statements on the condition of school facilities are as follows:

* The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.
* For more information about the condition of this school’s facilities, contact the school principal.

Examples of acceptable summary statements on the condition of school facilities are as follows:

* **General**

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office, at the LEA office, or on the Internet at [website address].

Below are further examples of more specific information of acceptable summary statements on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment:

* **Age of School Buildings**

This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for class size reduction.

The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

* **Maintenance and Repair**

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

* **Cleaning Process and Schedule**

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at [website address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

* **Deferred Maintenance Budget**

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the [xxxx–xx] school year, the LEA has budgeted $[xxx.xx] for the deferred maintenance program. This represents [xx%] percent of the LEA's general fund budget.

* **Deferred Maintenance Projects (if applicable)**

For the [xxxx–xx] school year, the LEA's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The LEA's complete deferred maintenance plan is available at the LEA office or on the Internet at [website address].

* **Modernization Projects (if applicable)**

During the [xxxx–xx] school year, local bond funds [Measure XX], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in [xxxx–xx] and be completed prior to the start of the [xxxx–xx] school year.

* **New School Construction Projects (if applicable)**

Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the [xxxx–xx] school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the [xxxx–xx] school year.

### School Facility Good Repair Status

#### **Legal Requirements**

*EC* Section 33126(b)(8)

*EC* sections 17002(d), 17014, 17032.5, 17070.75(a), 17089(b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

#### **Definitions**

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

* Determination of repair status for systems listed
* Description of any needed maintenance to ensure good repair as specified in statute
* The year and month in which the data were collected (date of the most recent facility inspection)
* The rate for each system inspected

"Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a FIT developed by the State of California OPSC and approved by the State Allocation Board. The FIT evaluates a school facilities’ good repair standard with ratings of "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

The LEA/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC and the same criteria specified in *EC* Section 17002(d).

Descriptions should use the most recent available data collected by the LEA provided in the school’s most recent facility inspection report.

#### **Data Sources and Guidelines**

The data must be provided by the LEA.

For reporting the results of the most recent site inspection, provide information about the determination of good repair as documented in a completed FIT or its equivalent. For any item (e.g., any item marked with a ‘D’ or ‘X’ in a completed FIT) inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the year and month of the school site inspection, the completion of the FIT or its equivalent, and the year and month of any remedial action taken or planned.

### Overall Facility Rate

#### **Legal Requirements**

*EC* Section 33126(b)(8)

*EC* sections 17002(d), 17014, 17032.5, 17070.75(a), 17089(b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

#### **Definitions**

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

* The year and month in which the data were collected (date of the most recent facility inspection), and
* The overall rating.

"Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a FIT developed by the State of California OPSC and approved by the State Allocation Board. The FIT evaluates a school facilities’ overall rating of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

The LEA/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC and the same criteria specified in *EC* Section 17002(d).

Descriptions should use the most recent available data collected by the LEA provided in the school’s most recent facility inspection report.

#### **Data Sources and Guidelines**

The data must be provided by the LEA.

For reporting the results of the most recent site inspection, provide the overall rating as documented in a completed FIT or its equivalent.

## **B. Pupil Outcomes**

## State Priority: Pupil Achievement

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

**Grades Three through Eight and Grade Eleven**

#### **Legal Requirements**

*EC* Section 33126(b)(1)(A)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For the two-year period (2023–24 and 2024–25), this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The source of the 2023–24 and 2024–25 data is CAASPP test results, including results from the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics in grades three through eight and grade eleven.

Further information regarding the CAASPP ELA and mathematics results for each grade and achievement standards can be found on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/caaspp/>.

### CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Grade Eleven**

#### **Legal Requirements**

*EC* Section 33126 (b)(1)(A)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For students taking and completing a state administered assessment for the 2024–25 testing period: the total enrollment, number tested, percent tested, percent not tested, and percent met or exceeded in CAASPP ELA by student group, grades three through eight, and grade eleven.

Student Groups:

* All Students
* Female
* Male
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Military
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

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 CAA divided by the total number of students who participated in both assessments.

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The source of the data is CAASPP in ELA test results, including results from the Smarter Balanced Assessment and the CAA for ELA in grades three through eight and grade eleven.

Information regarding the CAASPP test results in ELA for each grade and achievement standards can be found on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/caaspp/>.

Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the 2024–25 school year, the CAASPP consists of several key components, including:

* **CAA,** the 2024–25 CAA includes ELA in grades three through eight and grade eleven. The CAA is given to students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.
* **Smarter Balanced Summative Assessment,** the 2024–25 Smarter Balanced Summative Assessment includes ELA in grades three through eight and grade eleven. The Smarter Balanced Summative Assessment is designed to measure student progress toward college and career readiness.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as well as achievement levels.

Information about the CAASPP system can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

### CAASPP Test Results in Mathematics by Student Group

**Grades Three through Eight and Grade Eleven**

#### **Legal Requirements**

*EC* Section 33126 (b)(1)(A)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For students taking and completing a state administered assessment for the 2024–25 testing period: the total enrollment, number tested, percent tested, percent not tested, and percent met or exceeded in CAASPP mathematics by student group, grades three through eight and grade eleven.

Student Groups:

* All Students
* Female
* Male
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Military
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

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 CAA divided by the total number of students who participated in both assessments.

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, or (3) where neither of the parents were a high school graduate.**Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The source of the data is CAASPP test results, including results from the Smarter Balanced Assessment and the CAA for mathematics in grades three through eight and grade eleven.

Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/caaspp/>.

Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

In the 2024–25 school year, the CAASPP consists of several key components, including:

* **CAA,** the 2024–25 CAA includes mathematics in grades three through eight and grade eleven. The CAA is given to students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.
* **Smarter Balanced Summative Assessment,** the 2024–25 Smarter Balanced Summative Assessment includes mathematics in grades three through eight and grade eleven. The Smarter Balanced Summative Assessment is designed to measure student progress toward college and career readiness.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as well as achievement levels.

Information about the CAASPP system can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

### CAASPP Test Results in Science for All Students

**Grades Five, Eight, and High School**

#### **Legal Requirements**

*EC* Section 33126 (b)(1)(A)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For the two-year period (2023–24 and 2024–25) of school, district, and state information on the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades five, eight, and once in high school (i.e., grade ten, eleven or twelve).

The formula for calculating the Percent Met or Exceeded by year is:

(The total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard [i.e., achieved Level 3-Alternate] on the CAA for Science)

– divided by –

(The total number of students who participated in science assessments)

#### **Data Sources and Guidelines**

Data are provided by the CDE.

CAASPP CAST data is located on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/caaspp/>.

Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as well as achievement levels.

Information about the CAASPP CAST can be found on the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

Information about the CAASPP system can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

### CAASPP Test Results in Science by Student Group

**Grades Five, Eight, and High School**

#### **Legal Requirements**

*EC* Section 33126 (b)(1)(A)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For the SARC reporting year (2024–25) testing period: the total enrollment, number tested, percent tested, percent not tested, and percent met or exceeded in CAASPP Science by student group, grades five, eight, and high school (i.e., grade ten, eleven or twelve).

Student Groups:

* All Students
* Female
* Male
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Military
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the California Science Test (CAST) plus the total number of students who met the standard [i.e., achieved Level 3-Alternate] on the CAA for Science divided by the total number of students who participated in science assessments.

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, or (3) where neither of the parents were a high school graduate.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

CAASPP CAST data is located on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/caaspp/>.

The CDE developed the CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST is aligned with these standards. The CAST is required for all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) unless their individual education plan (IEP) has designated the use of an alternate assessment.

The CAA for Science is aligned with Science Core Content Connectors that are derived from the CA NGSS. The CAA for Science is required for students with the most significant cognitive disabilities and whose IEP team has designated the use of an alternate assessment on statewide summative assessments. The CAA for Science is administered to eligible students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown and double dashes (--) are used when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Information about the CAA for Science can be found at the CDE’s California Alternate Assessment for Science web page at <https://www.cde.ca.gov/ta/tg/ca/caascience.asp>.

### Career Technical Education Programs

#### **Legal Requirements**

*EC* sections 33126 (b)(15)(A) and (B)

#### **Definitions**

For the SARC reporting year (2024–25). This section contains a listing of Career Technical Education (CTE) programs offered by the LEA during the SARC reporting year in which pupils at the school may participate and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the LEA, the list should identify courses conducted by a Regional Occupational Center or Program (ROCP), and those conducted directly by the LEA; and a listing of the primary representative of the LEA’s CTE advisory committee and the industries represented on the committee.

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Include a description of the size and scope of the CTE programs and courses offered:

* Directly at the school;
* Through ROCPs;
* In partnership academies and career academies; and
* In Specialized Secondary Programs.

Also include a description of how these programs and classes support academic achievement, including:

* Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work;
* How these programs and classes are integrated with academic courses and how they support academic achievement;
* How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students;
* The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes;
* Courses that have been revised to incorporate state-adopted academic standards;
* Courses that satisfy the LEA's graduation requirements; and
* Courses that satisfy the A-G entrance requirements for the University of California (UC)   
  and California State University (CSU) systems.

Include a description of the steps the school takes to assure equitable access and successful outcomes for all students in career technical programs and courses by:

* Counseling and guidance;
* Professional development;
* Additional support services such as childcare, transportation, etc.; and
* Collaborating with youth development and economic development systems in the region.

Include a description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:

* Mastery of “employment readiness standards," both basic and industry-specific;
* Results of career technical skills assessments;
* Business, labor, and other community stakeholder support;
* Participation in career technical student organizations; and
* Placement of program completers in employment, postsecondary education, or the military.

Additional guidance for reporting on this data element may be obtained on the CDE Perkins web page at <https://www.cde.ca.gov/ci/ct/pk/>.

### Career Technical Education Participation

#### **Legal Requirements**

*EC* sections 33126 (b)(15)(C), (D), and (E)

#### **Definitions**

For the SARC reporting year (2024–25), the CTE measures, including the number of pupils participating in CTE; the percent of pupils that complete a CTE program and earn a high school diploma; and the percent of CTE courses that are sequenced or articulated between the school and institutions of postsecondary education.

The formula for the percent of pupils that completed a CTE program and graduated is:

(The unduplicated count of pupils that completed one or more CTE programs and graduated)

– divided by –

(The total number of pupils that are CTE participants that graduated)

The formula for the percent of CTE courses that are sequenced or articulated between the school and institutions of postsecondary education is:

(The number of CTE courses that are sequenced or articulated)

– divided by –

(The total number of CTE courses offered at the school)

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Statistical data may be found in the annual Career Technical Education Enrollment and Program Completion Report.

**Total number of pupils participating in CTE** – are the non-duplicated counts as a result of pupils participating in more than one CTE program. Other data available on outcomes of the school's CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.

**CTE Sequenced Courses** – two or more courses that are intended to be taken in consecutive order to fulfill a program requirement.

**CTE Articulated Courses** – courses that are part of an agreement between the high school and institutions of postsecondary education that aligns curriculum and instruction to provide a seamless transition from high school to the institution of postsecondary education in a career pathway.

CTE program information is available on the CDE Perkins web page at <https://www.cde.ca.gov/ci/ct/pk/>.

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

#### **Legal Requirements**

*EC* Section 33126 (b)(11)

#### **Definitions**

For the SARC reporting year (2024–25), this section includes the percentage of high school pupils enrolled in courses required for University of California (UC)/California State University (CSU) admission; and the percentage of graduates who completed all courses required for UC/CSU admission.

The formula for the percentage of pupils enrolled in courses required for UC/CSU admission is:

(The total number of unduplicated high school pupils enrolled in courses required for UC/CSU admission at the time of the Fall Census Day   
[first Wednesday in October])

— divided by —

(The total number of unduplicated high school pupils enrolled in the school at the time of the Fall Census Day [first Wednesday in October])

The formula for the percentage of graduates who completed all courses required for UC/CSU admission is:

(The number of graduating pupils who met the UC/CSU requirements with CALPADS exit records indicating that all courses required for UC/CSU admission were completed)

— divided by —

(The total number of graduates from the most recent school year)

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The data source of the UC/CSU course enrollment data is the certified CALPADS Fall 2 data.

The data source of the graduates who met all UC/CSU requirements upon graduation is the certified CALPADS End of Year 3 (EOY 3) data.

**Admission Requirements for California’s Public Universities**

**UC**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

**CSU**

Eligibility for admission to the CSU is determined by three factors:

* Specific high school courses
* Grades in specified courses and test scores
* Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

State Priority: Other Pupil Outcomes

### California Physical Fitness Test Results

#### **Legal Requirements**

*EC* Section 33126 (b)(1)(B)

*EC* Section 35256

*EC* Section 60800

#### **Definitions**

For the SARC reporting year (2024–25), the percentage of students participating in each of the five Fitness Components. Data are reported at the school-level by grades five, seven, and nine.

Fitness Components:

* 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

The formula for the participation rate (percentage) of students meeting each of the five FITNESSGRAM Components, by grade is:

**Step one:**

(The number of students who participated in the FITNESSGRAM Component)

– divided by –

(The total number of students enrolled in the grade level at the time of testing)

**Step two:**

Using the result from the calculation above

– multiply by –

100 = participation rate (percentage)

Percentages are not calculated and double dashes (--) are to be placed in the table when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### **Data Sources and Guidelines**

The data must be provided by the LEA.

The source of the data is the PFT test results.

Information regarding this test may be found on the CDE Physical Fitness Testing web page at <https://www.cde.ca.gov/ta/tg/pf/>.

## C. Engagement

## State Priority: Parental Involvement

### Opportunities for Parental Involvement

#### **Legal Requirements**

*EC* Section 33126 (b)(14)

#### **Definitions**

For the most recent school year (2025–26), provide information on how parents can become involved in school activities. Provide a description of the organized opportunities for parental involvement, including the local contact person’s name and phone number.

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

## State Priority: Pupil Engagement

### Graduation Rate and Dropout Rate

**(Four-Year Cohort Rate)**

#### **Legal Requirements**

*EC* Section 33126 (b)(2)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

**Graduation Rate** – The high school graduation rates are calculated for the 2022–23, 2023–24, and 2024–25 school years using the following cohort graduation rate formula:

(Number of cohort members who earned a regular high school diploma   
by the end of year 4 in the cohort)

– divided by –

(Number of first-time grade 9 students in year 1 [starting cohort] plus students who transfer in, minus students who transfer out, emigrate, or die   
during school years 1, 2, 3, and 4)

For comparison purposes, data are also provided at the district and state levels.

**Dropout Rate** – The high school dropout rates are calculated for the 2022–23, 2023–24, and 2024–25 school years using the following cohort dropout rate formula:

(Number of cohort members who dropped out by the end of year 4 in the cohort)

– divided by –

(Number of first-time grade 9 students in year 1 [starting cohort] plus students who transfer in, minus students who transfer out, emigrate, or die   
during school years 1, 2, 3, and 4)

For comparison purposes, data are also provided at the district and state levels.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The source of the Graduation Rate data is the CALPADS Operational Data Store (ODS).

The source of the Dropout Rate data is the CALPADS Operational Data Store (ODS).

### Graduation Rate by Student Group

**(Four-Year Cohort Rate)**

#### **Legal Requirements**

*EC* Section 33126 (b)(2)

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For the SARC reporting year (2024–25) testing period, the number of students in cohort, number of cohort graduates, and cohort graduation rate, by student group.

Student Groups:

* All Students
* Female
* Male
* Non-Binary
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

Graduation Rate – The high school graduation rates are calculated for the 2024–25 school year using the following cohort graduation rate formula:

(Number of cohort members who earned a regular high school diploma   
by the end of year 4 in the cohort)

– divided by –

(Number of first-time grade 9 students in year 1 [starting cohort] plus students who transfer in, minus students who transfer out, emigrate, or die   
during school years 1, 2, 3, and 4)

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, tribal foster youth, or enrolled in a Juvenile Court School, or (3) where neither of the parents were a high school graduate.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The data source of the Graduation Rate by Student Group data is the CALPADS Operational Data Store (ODS).

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

### Chronic Absenteeism by Student Group

#### **Legal Requirements**

ESEA Section 1111 (h)(1)(C)

#### **Definitions**

For the SARC reporting year (2024–25) testing period, the cumulative enrollment, chronic absenteeism eligible enrollment, chronic absenteeism count, and chronic absenteeism rate, by student group.

Student Groups:

* All Students
* Female
* Male
* Non-Binary
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, tribal foster youth, or enrolled in a Juvenile Court School, or (3) where neither of the parents were a high school graduate.

The chronic absenteeism rates for 2024–25 are based on data collected between July through June for the full school year. This measure is based on the number of students who were chronically absent.

The total count of cumulatively enrolled students who were eligible to be considered chronically absent (Chronic Absenteeism Eligible Enrollment) and the count of students who were determined to be chronically absent (Chronic Absenteeism Count), these two counts are used to determine the Chronic Absenteeism Rate (Chronic Absenteeism Count divided by Chronic Absenteeism Eligible Enrollment) at the school.

Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year **and** they were absent for 10% or more of the days they were expected to attend the school.

**Cumulative Enrollment:** Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

**Chronic Absenteeism Eligible Enrollment:** This count uses the Cumulative Enrollment of the selected entity as the baseline and removes students that were **not** eligible to be considered chronically absent at that entity. Students that are expected to attend less than 31 instructional days at the selected entity or who were enrolled but did not attend the selected entity are not eligible to be considered chronically absent at that entity.

**Chronic Absenteeism Count:** Total count of ALL chronically absent students at the selected entity for the selected population using the available filters. Students are determined to be chronically absent if they were eligible to be considered chronically absent at the school during the academic year **and** they were absent for 10% or more of the days they were expected to attend.

**Chronic Absenteeism Rate:** The unduplicated count of students determined to be chronically absent (Chronic Absenteeism Count) divided by the Chronic Absenteeism Eligible Enrollment at the selected entity for the selected population using the available filters.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The data source of the chronic absenteeism data is the certified CALPADS EOY 3.

An aggregate chronic absenteeism rate report that uses certificated CALPADS EOY 3 data can be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

## State Priority: School Climate

### Suspensions and Expulsions

#### **Legal Requirements**

*EC* Section 33126 (b)(10)

#### **Definitions**

For the three school years (2022–23, 2023–24, 2024–25), this section includes the school, district, and state suspensions and expulsions rates.

The suspension and expulsion rates for 2022–23, 2023–24, 2024–25 school years are data collected between July through June for each full school year, respectively.

The formula for suspensions and expulsions rates for each of the 2022–23, 2023–24, 2024–25 school years is:

(The unduplicated count of students involved in one or more incidents for which the student was suspended or expelled during the academic year [July 1 – June 30])

– divided by –

(The unduplicated count of students with a primary or short-term enrollment during the   
academic year [July 1 – June 30])

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The source of the suspension and expulsion data is the certified CALPADS EOY 3 data.

For a list of California *EC* violations that require reporting, see the CALPADS Code Sets document (Student Offense codes) located on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

### Suspensions and Expulsions by Student Group

#### **Legal Requirements**

*EC* Section 33126 (b)(10)

#### **Definitions**

For the SARC reporting year (2024–25) the suspensions rates and expulsions rates, by student group.

Student Groups:

* All Students
* Female
* Male
* Non-Binary
* American Indian or Alaska Native
* Asian
* Black or African American
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* Two or More Races
* White
* English Learners
* Foster Youth
* Homeless
* Socioeconomically Disadvantaged (SED)
* Students Receiving Migrant Education Services
* Students with Disabilities

Socioeconomically Disadvantaged (SED) students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program, or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, foster youth, tribal foster youth, or enrolled in a Juvenile Court School, or (3) where neither of the parents were a high school graduate.

The suspension and expulsion rates for 2024–25 are data collected between July through June for the full school year.

The formula for suspensions and expulsions is:

(The unduplicated count of students involved in one or more incidents for which the student was suspended or expelled during the academic year [July 1 – June 30])

– divided by –

(The unduplicated count of students with a primary or   
short-term enrollment during the   
academic year [July 1 – June 30])

#### **Data Sources and Guidelines**

Data are provided by the CDE.

Double dashes (--) are used when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The source of the suspension and expulsion data is the certified CALPADS EOY 3 data.

For a list of California *EC* violations that require reporting, see the CALPADS Code Sets document (Student Offense codes) located on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

### School Safety Plan

#### **Legal Requirements**

*EC* sections 32286 (a) and (b)

*EC* sections 33126 and 35256

#### **Definitions**

For the most recent school year (2025–26), the dates on which the school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

Do not attach or include a copy of the entire school safety plan in the SARC, specifically not the evacuation plan.

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Schools shall review and update the comprehensive school safety plan by March 1 of each year. Every July each school shall report on the status of its school safety plan, including a description of its key elements. Provide a brief description of its key elements in the school’s annual SARC prepared pursuant to *EC* sections 33126 and 35256.

Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for purchase from the CDE Press Office on the CDE Educational Resources Online Ordering web page at <https://cdep.klas.com/>.

## D. **Other SARC Information**

### Average Class Size and Class Size Distribution (Elementary)

#### **Legal Requirements**

*EC* Section 33126 (b)(4)

#### **Definitions**

For the three school years (2022–23, 2023–24, and 2024–25), this section includes the average class size by year and grade level, and the number of classes by year, grade level, and class size in three groups (1-20 students, 21-32 students, and 33 or more students).

The formula for average class size (elementary) is:

(The number of students in each grade level)

– divided by –

(The total number of classes in each grade level)

The number of classes by size is a count of the number of classes by grade level and size in three groups (1-20 students, 21-32 students, and 33 or more students).

The Grade Level “Other” is for classes with students from multiple grade levels.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

For the 2022–23, 2023–24, and 2024–25 data, the data source is the CALPADS certified Fall 2 data.

For the 2022–23, 2023–24, and 2024–25 school years, schools/grades organized into self-contained classrooms (e.g., kindergarten and grades one through six in elementary schools), data are reported as the average class size and the number of classrooms within each of the following class sizes: 1-20 students, 21-32 students, and 33 or more students.

Data are made available through the Staff Assignment and Course Data web page at <https://www.cde.ca.gov/ds/ad/filesassign.asp> (refer to table Staff Assignment / Class Section/ Class Section Enrollment Downloadable Data Files).

### Average Class Size and Class Size Distribution (Secondary)

#### **Legal Requirements**

*EC* Section 33126 (b)(4)

#### **Definitions**

For the three school years (2022–23, 2023–24, and 2024–25), this section includes the average class size by year, subjects (English language arts, mathematics, science, and social science), and the number of classes by size in three groups (1-22 students, 23-32 students, and 33 or more students).

The formula for average class size (secondary) is:

(The number of students in each subject)

– divided by –

(The total number of classes in each subject)

#### **Data Sources and Guidelines**

Data are provided by the CDE.

For the 2022–23, 2023–24, and 2024–25 data, the data source is the CALPADS certified Fall 2 data.

For schools/grades organized into self-contained classrooms (e.g., grades seven through twelve), data are reported as the average class size and the number of classrooms within each of the following class sizes: 1-22 students, 23-32 students, and 33 or more students.

Data are made available through the Staff Assignment and Course Data web page at <https://www.cde.ca.gov/ds/ad/filesassign.asp> (refer to table Staff Assignment / Class Section/ Class Section Enrollment Downloadable Data Files).

### Ratio of Pupils to Academic Counselor

#### **Legal Requirements**

*EC* Section 33126 (b)(7)

#### **Definitions**

For the SARC reporting year (2024–25), the ratio of pupils to academic counselor that are assigned to the school to the pupils enrolled at the school. To calculate, divide the total school enrollment by the number of full-time equivalent (FTE) academic counselors assigned to the school.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The number of FTE staff assigned to the school is a count of FTEs by Academic Counselor classification. A full-time Academic Counselor staff employee equals one FTE or 1.0; two Academic Counselor staff employees reported to work different FTEs can add up to a percentage of an FTE.

* Example 1: Academic Counselor staff member 1 works 0.5 FTE, and Academic Counselor staff member 2 works 0.5 FTE. This aggregates up as a single 1.0 FTE in the Academic Counselor classification at this school.
* Example 2: Academic Counselor staff member 1 works 0.5 FTE, and Academic Counselor staff member 2 works 0.3 FTE, and Academic Counselor staff member 3 works 1.0 FTE. This aggregates up as 1.8 FTE in the Academic Counselor classification at this school.

Counselor staff reports can be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

### Student Support Services Staff

#### **Legal Requirements**

*EC* Section 33126 (b)(7)

#### **Definitions**

For the SARC reporting year (2024–25), the number of FTE student support services staff assigned to the school:

* Counselor (Academic, Social/Behavioral, or Career Development)
* Library Media Teacher (Librarian)
* Library Media Services Staff (Paraprofessional)
* Psychologist
* Social Worker
* Nurse
* Speech/Language/Hearing Specialist
* Resource Specialist (non-teaching)
* Other\*\*

\*\* “Other” category is for all other student support services staff positions that are not listed.

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The source of the student support services staff data is the certified CALPADS Fall 2 data.

The number of FTE staff assigned to the school is a count of FTEs by support services classification. A full-time support services staff employee equals one FTE or 1.0; two support services staff employees reported to work different FTEs can add up to a percentage of an FTE.

* Example 1: Support services staff member 1 works 0.5 FTE as a psychologist, and support services staff member 2 works 0.5 FTE as a psychologist. This aggregates up as a single 1.0 FTE in the psychologist classification.
* Example 2: Support services staff member 1 works 0.5 FTE as a psychologist, and support services staff member 2 works 0.3 FTE as a psychologist, and support services staff member 3 works 1.0 FTE as a psychologist. This aggregates up as 1.8 FTE in the psychologist classification at this school.

Student support services staff reports can be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

### Expenditures Per Pupil and School Site Teacher Salaries

#### **Legal Requirements**

*EC* Section 33126 (b)(3) *EC* Section 33126.15 (b) *EC* Section 33126.15 (c) *EC* Section 33126.15 (d)

#### **Definitions**

For Fiscal Year 2023–24, the assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds. For more information about classifying revenues and expenditures, see Procedure 310 in the *California School Accounting Manual* on the CDE Definitions, Instructions, & Procedures web page at <https://www.cde.ca.gov/fg/ac/sa/>.

**Expenditures Per Pupil (Unrestricted)** – A comparison of the actual unrestricted funding per pupil allocated for the specific benefit of the school or for the benefit of all schools in the LEA equally, compared to the LEA-wide average and to the state average of the same computation. The comparison shall include the percentage by which the school is above or below the LEA-wide average and the state average. If a school’s value is above the LEA average or the state average, a positive percentage will be displayed in the SARC. For a school that is below the LEA average or the state average, a negative percentage will be displayed in the SARC.

The formula to calculate the Percent Difference is:

Percentage difference equals the absolute value of the change in value, divided by the average of the two numbers, all multiplied by 100, add percent sign to designate the difference.

V1 = School Site Value

V2 = District Value or State Value

**Expenditures Per Pupil (Restricted)** – A field for reporting the actual restricted funding, per pupil, allocated for the specific benefit of the school or for the benefit of all schools in the LEA equally.

**Total Expenditures Per Pupil** – A field for reporting the combined unrestricted and restricted funding, per pupil, allocated for the specific benefit of the school or the benefit of all schools in the LEA equally.

**Average Teacher Salary** – A reporting of the average of actual salaries paid to certificated instructional personnel at the school site.

A comparison of the average of actual salaries paid to certificated instructional personnel at the school site, compared to the LEA-wide average and to the state average of the same computation. The comparison shall also include the percentage by which the school is above or below the LEA-wide average and the state average. If a school’s value is above the LEA average or the state average, a positive percentage will be displayed in the SARC. For a school that is below the LEA average or the state average, a negative percentage will be displayed in the SARC.

#### **Data Sources and Guidelines**

The LEA and state average teacher salaries, as well as state expenditures per pupil (unrestricted) are provided by the CDE; all other data must be provided by the LEA.

LEAs should use a consistent methodology for calculating estimated per pupil expenditures at the school site and LEA levels. For pupil counts, LEAs should use the annual Average Daily Attendance (ADA) figure for the school site.

The CDE calculates state average expenditures per pupil from an unrestricted source, using 2023–24 fiscal year data, for report cards in the 2024–25 school year. For pupil counts, the CDE uses the statewide ADA from the annual reporting period. The CDE’s calculation is based on *EC* Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending web page at <https://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

In calculating the average actual teacher salary at each school site, LEAs should use a consistent methodology. Teachers include all certificated instructional personnel measured on an FTE basis. To calculate the average teacher salary at the school site, LEAs should divide the total actual salaries paid to certificated instructional personnel at the school site by the FTE of certificated instructional personnel at the school site.

The CDE calculates LEA and state average teacher salaries, using 2023–24 fiscal year data, for report cards in the 2024–25 school year. Average teacher salaries at the LEA and state levels are derived from information collected on CDE Form J-90. These averages, which reflect only those salaries in school LEAs that submitted Form J-90, are calculated by dividing the salaries paid on the certificated salary schedule by the total number of FTE employees included on that schedule. For more information, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.To look up expenditures and salaries for a specific school district, see the Ed-Data website at <http://www.ed-data.org/>.

### Types of Services Funded

#### **Legal Requirements**

*EC* Section 33126 (b)(3)

#### **Definitions**

Using 2024–25 fiscal year data, the description of the programs and services that are provided at the school through all fund sources.

#### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Narrative developed by the LEA/school should specify information about the types of programs and services available at the school that support and assist students.

### Teacher and Administrative Salaries

#### **Legal Requirements**

*EC* Section 41409.3

#### **Definitions**

Using fiscal year 2023–24 data, every LEA, except for LEAs maintaining a single school, to serve kindergarten or any of grades one through twelve, inclusive, shall report teacher and administrative salaries, as follows:

The beginning, median, and highest salary paid to teachers in the LEA, as reflected in the LEA's salary scale.

The average annualized salary for school site principals in the LEA is reported on CDE Salary & Benefit Schedule for the Certificated Bargaining Unit (Form J-90). Average salary data are based on salaries actually paid to administrators.

The LEA superintendent's annualized salary is reported on CDE Form J-90.

Statewide salary figures for teachers, principals, and superintendents are derived from information collected on CDE Form J-90. The figures reflect only those salaries in school LEAs that submitted CDE Form J-90. A weighting methodology was used to determine average paid salaries.

The percent of an LEA budget for teacher salaries is Standardized Account Code Structure (SACS), Object Code 1100 divided by total general fund expenditures (Objects 1000 through 7499).

The statewide average percent of budget for teacher salaries is the statewide average of Object Code 1100 Expenditures divided by total general fund expenditures (Objects 1000 through 7499).

The percent of the LEA budget for administrative salaries is the sum of SACS Object Codes 1300 and 2300 divided by total general fund expenditures (Objects 1000 through 7499).

The statewide average percent of budget for administrative salaries is the statewide average of Object Code 1300 and 2300 divided by total general fund expenditures (Objects 1000 through 7499).

For more information, see the California School Accounting Manual 2024 Complete Edition at <https://www.cde.ca.gov/fg/ac/sa/documents/csam2024complete.pdf>.

The “Districts in Same Category” refers to the district type (i.e., elementary, high, and unified) and size (based on regular annual average daily attendance [ADA]), see chart below.

**Education Code Group:**

|  |  |  |
| --- | --- | --- |
| **Code** | **District Type** | **ADA** |
| E1 | Elementary | < 1,000 |
| E2 | Elementary | 1,000 to 4,999 |
| E3 | Elementary | ≥ 5,000 |
| H1 | High | < 1,000 |
| H2 | High | 1,000 to 3,999 |
| H3 | High | ≥ 4,000 |
| U1 | Unified | < 1,500 |
| U2 | Unified | 1,500 to 4,999 |
| U3 | Unified | 5,000 to 9,999 |
| U4 | Unified | 10,000 to 19,999 |
| U5 | Unified | ≥ 20,000 |

#### **Data Sources and Guidelines**

Data are provided by the CDE.

CDE gathers the teacher salary data from the Form J-90. CDE derives the percent of LEA budget for teacher and administrative salaries from unaudited actual data submitted by the LEAs.

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2024–25 data in most cases. Therefore, fiscal year 2023–24 data are used for report cards prepared for 2024–25 school year.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

For more information, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> and the CDE Annual Financial Data web page at <https://www.cde.ca.gov/ds/fd/fd/>.

### Advanced Placement (AP) Courses

#### **Legal Requirements**

*EC* Section 33126 (b)(12)

#### **Definitions**

For the SARC reporting year (2024–25), this section includes the number of AP courses offered with student enrollment, by the subjects listed below; and the percent of students in the total number of AP courses offered at the school. The number of AP courses offered is calculated by counting unique AP courses where there are student course enrollments of at least one student.

Subjects:

* Computer Science
* English
* Fine and Performing Arts
* Foreign Language
* Mathematics
* Science
* Social Science

The formula for percent of students in AP courses is:

(The total number of unduplicated students enrolled in the total AP Courses at the time of the Fall Census Day [first Wednesday in October])

* divided by –

(The total number of unduplicated students enrolled in the school at the time of the Fall Census Day [first Wednesday in October])

This table requests the number of “courses” not “classes”. For example, if you have 5 classes of AP Chemistry, and 4 classes of AP English, and 1 class of AP Mathematics, then you will count 3 AP Courses (not 10 classes).

#### **Data Sources and Guidelines**

Data are provided by the CDE.

The source of the data is the certified CALPADS Fall 2 data.

A report may be generated from the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

LEAs may also report in a separate table their International Baccalaureate (IB) courses offered, by subject; the title and number of IB classes offered in each subject area; and the student enrollment levels in IB classes.

### Professional Development

#### **Legal Requirements**

*EC* Section 33126 (b)(9)

#### **Definitions**

For each of the most recent three school years (2023–24, 2024–25, and 2025–26), the annual number of school days dedicated to staff development.

#### **Data Sources and Guidelines**

Data to be provided by the LEA.

Number of school days in each of the most recent three school years (2023–24, 2024–25, and 2025–26), that were dedicated to teachers and staff in the development and continuous professional growth to help them improve instruction. Teachers and staff include:

* All classroom teachers;
* New teachers (e.g., Beginning Teacher Support and Assessment [BTSA]);
* Non-classroom teachers;
* National Board Certified Teachers;
* Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review);
* Paraprofessionals (e.g., instructional aides, teacher assistants); and
* Non-instructional support staff (e.g., clerical, custodial).

Provide the number of school days for each year (regardless of being full-days or partial-days). In the comments section of the electronic template or as a notation below the table in a vendor-created or custom-created template, the SARC coordinator may clarify for each year how many of these days were full-days and how many of these days were partial-days. The point of the comment section is to provide the reader with an understanding of how much time was dedicated towards staff development and continuous improvement for each of the school years. For the purpose of the SARC, a partial day is defined as less than a full school day. Each school will determine what is a full school day based on its schedule. For purpose of the SARC, a school day is defined as a day upon which the school is in session, including non-holiday weekdays, within the period of time beginning on July 1 of one calendar year and ending on June 30 of the following calendar year, including during summer school session.

Below are examples of how to calculate the number of school days dedicated to staff development and continuous improvement. Keep in mind that the number of school days is based on the number of days impacted by the Professional Development courses/meetings, not the number of teachers and staff attending, or the grade-level of the teachers, or the cumulative hours of the various teachers and staff attending. Also, it is important that the methodology of calculation should be consistent year over year in each school’s SARC.

Example 1: The school has a 2-hour Professional Development course/meeting for teachers to attend. This course is scheduled during multiple 2-hour intervals during the same school day, and the various grade-level teachers attend at different times while substitutes tend to their classes during their absence.

In the table, count this 1 Professional Development course/meeting as 1 school day and in the comments section or notation below the table this may be noted as “1 partial day”.

Example 2: The school has a 2-hour Professional Development course/meeting for teachers and staff to attend. This course is scheduled during multiple 2-hour intervals during three separate school days, and the various grade-level teachers and staff attend at different times and on different days.

In the table, count this 1 Professional Development course/meeting as 3 school days and in the comments section or notation below the table this may be noted as “3 partial days”.

Example 3: The school has a 3-day (full school days) Professional Development course/meeting for teachers and staff to attend. This course is scheduled several times over 9 school days during the fall, and the various grade-level teachers and staff attend different scheduled 3-day course/meeting over these 9 school days.

In the table, count this 3-day Professional Development course/meeting as 9 school days and in the comments section or notation below the table this may be noted as “9 full days”.

1. For purposes of the SARC, an LEA is a school district or a county office of education or a direct funded charter school or a nonpublic nonsectarian school. [↑](#footnote-ref-1)