**SANTA CRUZ CITY SCHOOLS DISTRICT**　　　　　　　　　　**POSTED**
**MEETING OF THE BOARD OF EDUCATION**　　　　　　　**DATE:**
**FOR THE ELEMENTARY**　　　　　　　　　　　　　　　　**LOCATION:**
**AND SECONDARY DISTRICTS**　　　　　　　　　　　　　**TIME:**
**WEDNESDAY, JANUARY 18, 2023**　　　　　　　　　　　**EMPLOYEE:**
**OPEN SESSION BEGINS AT 5:30 P.M.**
**ZOOM REMOTE BOARD MEETING**

**<span style="color:red">COMMUNITY MEMBERS CAN PARTICIPATE REMOTELY VIA ZOOM OR
IN PERSON AT THE COUNTY OFFICE OF EDUCATION, BOARD ROOM
400 ENCINAL STREET, SANTA CRUZ, CA.
MASKS ARE STRONGLY ENGOURAGED.</span>**
**Click on this link to join meeting.**
Meeting Password: SCCS
Meeting ID: 822 4435 5081

*If a member of the community would like to make public comment on a closed
session item, please join Zoom. Public comment will begin promptly at 5:00 p.m.*
*Click on this link to make public comment on a **closed session item.***

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## AGENDA

| Item | Purpose / Support |
|---|---|
| **Agenda** | |
| **1.** **Convene Closed Session** | ***5:00 p.m.*** |
| 1.1　Roll Call | |
| 1.2　Public Comments prior to Closed Session | *Members of the public may comment on items that are listed on the Closed Session Agenda.* |
| **2.** **Closed Session Items** | |
| 2.1　Public Employee Performance Evaluation (Govt. Code Section 54957) | *Title: Superintendent Subject: 2022-23 Goals Update* |
| **3.** **Convene Open Session** | ***6:00 p.m.*** |
| 3.1　Welcome and Pledge of Allegiance | |
| 3.2　Agenda changes, additions, deletions, or announcements | |
| **4.** **Public Comments** | *For presentations of matters **not** on the Agenda. 3 minutes for individuals; 15 minutes per subject.* **Note to Members of the Public: Thank you for taking the time to attend this meeting. Santa Cruz City School Board Members appreciate your presence and your comments regarding items not on the agenda are valued. Per Santa Cruz City Schools Board Bylaw protocols, Trustees will not comment on Public Comments during this time.** |
| **5.** **Approval of Minutes** | *None.* |
| **5.** **General Public Business** | |

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## AGENDA

| Item | | Purpose / Support |
|---|---|---|
| **5.1** | **Consent Agenda: General Contracts & Agreements** | |
| **5.1.1** | **Educational Services** | |
| 5.1.1.2 | School Accountability Report Cards | |
| **5.1.2** | **Business Services** | *None.* |
| **5.1.3** | **Human Resources** | *None.* |
| **5.1.4** | **Governance/Superintendent** | *None.* |
| **6.** | **Items to be Transacted and/or Discussed** | |
| 6.1 | School Board Recognition Month | |
| 6.2 | New Business: Board Policies for first and/or final reading | *Recommendation: Approve the new Board Policies for first and/or final reading.* |
| 6.3 | Study Session: Governance | *The Board will discuss:* <ul><li>*Governance Protocols*</li><li>*Committee Assignments*</li><li>*Memorials Board Policy*</li><li>*Interdistrict Transfers*</li><li>*SCCS Vision 2030*</li></ul> |
| **7.** | **Adjournment** | |

The board book for this meeting, including this agenda and back-up materials, may be viewed or downloaded online: **http://sccs.net/board_of_education** or may be viewed at the District Office, 133 Mission St. Ste. 100, Santa Cruz, CA 95060.

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## AGENDA

**Public Participation**:
All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz City Schools Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda.  Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session.

**Translation Requests**:
Spanish language translation is available on an as-needed basis.  Please make advance arrangements with Alyssa Martinez by telephone at (831) 429-3410 extension 48220.

**Las Solicitudes de Traducción**:
Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva.  Por favor haga arreglos por anticipado con Alyssa Martinez por teléfono al numero (831) 429-3410 x48220.

**Board Meeting Information**
1. The Regular Board Meeting on February 8, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
2. The Regular Board Meeting on February 15, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
3. The Regular Board Meeting on February 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
4. The Regular Board Meeting on March 8, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
5. The Regular Board Meeting on March 22, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
6. The Regular Board Meeting on April 12, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.
7. The Study Session on April 26, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

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### AGENDA

8. The Regular Board Meeting on May 10, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

9. The Study Session on May 24, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

10. The Regular Board Meeting on May 31, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

11. The Regular Board Meeting on June 14, 2023, 6:30 p.m., at the Santa Cruz County Office of Education, and will be broadcast to the public remotely via Zoom.

# SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:**        School Accountability Report Cards

**MEETING DATE:**        January 18, 2022

**FROM:**        Dorothy Coito, Assistant Superintendent of Educational Services

**THROUGH:**        Kris Munro, Superintendent

**RECOMMENDATION**:
Approve the School Accountability Report Cards (SARCs) for 2021-2022.

**BACKGROUND**:
Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act. The purpose of the report card is to provide parents and the community with important information about each public school, and to show that each school is in compliance with state standards. A School Accountability Report Card can be an effective way for a school to report on its progress in achieving goals. The public may also use a School Accountability Report Card to evaluate and compare schools on a variety of indicators.

School Accountability Report Cards begin with a profile that provides background information about the school and its students. The profile summarizes the school's mission, goals, and accomplishments. State law requires that the School Accountability Report Card contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Facility conditions and planned improvements
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Professional development information

**SARC Data**
The California Department of Education provides most of the data for the SARC and some data will be delayed until after the February 1st posting deadline. They have advised Districts to post their Board-approved 2022 School Accountability Report Cards by the February 1st due date without the completed data tables. Once completed, a second Board review/approval is not required. Updated versions will be made available when all data is released by the California Department of Education.

**AGENDA ITEM: 5.1.1.2**

Completed data tables are as follows:
- 2021-2022 Quality, Currency, Availability of Textbooks and Instructional Materials
- 2021-2022 School Facility Conditions and Planned Improvements
- 2021-2022 California Physical Fitness Test Results
- 2020-2021 Expenditures per Pupil and School Site Teacher Salaries

**FISCAL IMPACT**:
None

This work is in direct support of the following District goals and their corresponding metrics:

Goal #2:  SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #5:  SCCS will maintain a balanced budget and efficient and effective management.

**AGENDA ITEM: 5.1.1.2**

# Alternative Family Education/Branciforte Small Schools Campus

## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)



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

| | |
|---|---|
| **SARC Overview**  | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. <br><br> For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ <br><br> For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br> For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest**  | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard**  | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Alternative Family Education/Branciforte Small Schools Campus |
| **Street** | 840 North Branciforte Ave. |
| **City, State, Zip** | Santa Cruz, CA 95062 |
| **Phone Number** | (831) 429-3898 |
| **Principal** | Michelle McKinney |
| **Email Address** | michellemckinney@sccs.net |
| **School Website** | https://sccsbssc.ss8.sharpschool.com/schools/afe |
| **County-District-School (CDS) Code** | 44698234430195 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Alternative Family Education (AFE) is a homeschool for 130 students in kindergarten through twelfth grade. This school is for families who prefer an individualized, home, and community based approach to their children's education combined with the support of school district resources. AFE students meet regularly with consultant teachers, who help outline educational goals and objectives. In 22-23, the AFE consultant teachers are offering weekly enrichment academic classes in either In-person or Distance Learning formats, per student interest and credit earning needs (high school). Following State and Local guidance students can also participate in middle and high school sports (volleyball, basketball, and soccer), theater productions, and field trips, including an annual trip to the Shakespeare Festival in Oregon. With the onset of the pandemic and Distance Learning in the District, our homeschooling program grew by 150% in 20-21. Many District families returned to the comprehensive schools once they opened for In-person instruction, and many are finding home-based instruction to be more advantageous for their students.

AFE is located on the vibrant Branciforte Small Schools Campus (BSSC). Other schools sharing the campus are Ark Independent Studies High School, Costanoa High School, and Monarch Community Elementary School. The school district is in phase two of a Bond project, and AFE's new facilities became available for moving in the early part of the 21-22 academic year. Landscaping and furnishing are yet to be completed as of this writing. We are able to provide safe learning spaces for our students as we have returned to a mix of In-person and Distance Learning instruction.

Alternative Family Education's Vision and Mission Statements:
Inspired Purpose:
AFE supports, nurtures and inspires families and students to discover and develop their potential through engaged learning, problem solving, and community involvement.
Vision:
AFE cultivates...
the ability to use our minds well.
the tools to choose our paths.
the ability to act upon our passions.
the desire to contribute to the local community and the world.
the vision and heart to see and feel things from other perspectives. the ability to express our own voices.

## 2022-23 School Overview

the habit of self-reflection.
a sense of well-being.

Leadership
Michelle McKinney is the principal of the school. She has been a parent at AFE in the past.

Our Parent Club and Community Council continue to play key roles in shaping our students' educational experience.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

| A. Conditions of Learning | State Priority: Basic |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): <br><br> • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; <br> • Pupils have access to standards-aligned instructional materials; and <br> • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002<br><br>Practicing the Writing Process - Education Design Adopted 2001<br><br>Reading & Language Arts - McDougal Littell | Yes | 0% |

|  |  |  |  |
|---|---|---|---|
|  | Adopted 2001<br><br>Reading: A Legacy of Literacy - Houghton Mifflin<br>Adopted 2001 |  |  |
| **Mathematics** | Algebra 1 & 2, Geometry, Algebra Readiness - Houghton Mifflin<br>Adopted 2008<br><br>Mathematics 1 & 2, Algebra Readiness - Holt<br>Adopted 2008<br><br>Mathematics - Harcourt<br>Adopted 2001 | Yes | 0% |
| **Science** | Biology: An Everyday Experience - Glencoe McGraw Hill<br>Adopted 2007<br><br>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill<br>Adopted 2007<br><br>California Science - Macmillan McGraw Hill<br>Adopted 2007 | Yes | 0% |
| **History-Social Science** | History Alive! series - TCI<br>Adopted 2006<br><br>History & Social Science - Pearson Scott Foresman<br>Adopted 2006<br><br>Government in America - Longman<br>Adopted 2004 | Yes | 0% |
| **Foreign Language** |  |  | 0 |
| **Health** |  |  | 0 |
| **Visual and Performing Arts** |  |  | 0 |
| **Science Laboratory Equipment**<br>(grades 9-12) |  |  | 0 |

## School Facility Conditions and Planned Improvements

The school district is in phase two of a Bond project, and AFE's facilities are slated for demolition and reconstruction to meet building codes. This process has been delayed due to several factors including the pandemic. Therefore, AFE staff are mostly working from home or temporary spaces in the main campus site. We look forward to being able to provide safe learning spaces for our students upon our return to in-person instruction. Two of the four refurbished portable buildings have been demolished; the other two remain unoccupied on the site.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X |  |  |  |
| **Interior:** | X |  |  |  |

## School Facility Conditions and Planned Improvements

| Interior Surfaces | | | | |
|---|---|---|---|---|
| **Cleanliness:** <br> Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** <br> Fire Safety, Hazardous Materials | X | | | |
| **Structural:** <br> Structural Damage, Roofs | X | | | |
| **External:** <br> Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

These courses are not offered through AFE but are available through our district to all High School students. These are CTE courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students in our district.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| **2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission** | |
| **2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission** | |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

The two parent groups are the AFE Community Council and the Parent Club. Many parents participate in field trips and share their academic expertise through enrichment classes, tutorial groups, and playgroups for the younger children. The Parent Club participates in fundraising to support the enrichment classes and field trips. AFE parents and students serve on the BSSC Site Council and the Site Bond Committee.

To become more involved, please call or visit the school office - (831) 429-3898.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. Our current goal is to continue to implement trauma-informed care strategies in the classroom, with a focus on implementation of neuro-sequential model tenets into lessons, 1:1 meetings, and school structure. We will also continue to learn about restorative justice practices around students in marginalized groups and who have/are experiencing trauma. We will continue to explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neuro-sequential model in lesson design in various professional development sessions.

The second goal in our current plan is to develop a comprehensive plan to deal with issues of mental health impacting our school site. We will undertake a number of actions to meet this goal. Staff will attend an all-day conference with mental health professionals and other educators that addresses youth mental health; staff continues to work towards greater access to mental health counseling services; and staff is implementing Restorative Justice harm circles.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $18,389 | $1,988 | $16,401 | $81,512 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 69.0 | -1.0 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | 4.2 | -9.1 |

## 2021-22 Types of Services Funded

In 2021-22, LCFF funds were used to purchase materials and supplies related to Site Plan goals, mostly in service of expanding and updating materials in the Resource Center. Our generous community supports a parcel tax that partially funds our drama staff, resource center staff person, and pays for Alternative Sports League Fees. LCFF Supplemental funds were used to register the staff for a Social Emotional Learning online conference, and for teachers and admin to attend an Independent Studies Compliance Webinar, in light of the many changes to Independent Studies Education Code during the pandemic.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

Professional Development planned and in process in 2022-22 focuses on the following three goals, in alignment with District MTSS Strategic Foci:

1. Academic Literacy - All students will make academic literacy growth. Improve student writing in grades 4-12 with vertical alignment and standardizing scoring practices.
PD activities:
a. Deeper understanding of high school writing rubrics, use of anchor papers, and student self-evaluation.
b.Focus High impact instructional practices:
Goal setting/Student Self-Assessment
Teacher Clarity
c. In PLC meetings, staff will review skills and concepts in the reading rubric continuum, and strategically plan direct instruction into teacher-led enrichment classes, as appropriate.

2. All students who are taking math will make mathematics growth. Improve student achievement through developing a unified understanding of program expectations and practices, with a particular focus on Common Core math instruction in grades 6-12.
PD Activities:
a. After a deep dive into math practices and applications that are aligned with CCSS, staff will further implement a parent education program about the eight math practices.
b. Focus High impact instructional practices:
Goal setting/Student Self-Assessment
Teacher Clarity


3. All students will feel connected to their school. Continue to build self regulation skills and improved school climate. New target - 98% of Students and families surveyed will demonstrate positive school climate.
PD Activities:
a. Develop parent education and student and parent community building opportunities through campus beautification activities. Provide professional development for new and continuing staff in Trauma-Informed and restorative justice practices.
b. Training for staff about how to have anti-racist conversations and actions regarding students and families of marginalized groups. We will begin by learning to conduct empathy interviews and surveys for parents and students, focusing on the input of families from marginalized groups to help guide policy and programmatic decisions.
c. Consultant Services with ROsE Consulting for training in Trauma Informed, Neuro-Resilient  principles and practices in community with all BSSC programs.
d. Access to social/emotional counseling for K-12 grade students.

Professional development happens primarily at weekly staff meetings August to June.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 30 | 8 | 13 |

# Ark Independent Studies
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. <br><br> For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ <br><br> For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br> For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Ark Independent Studies |
| **Street** | 840 North Branciforte Ave. |
| **City, State, Zip** | Santa Cruz, CA 95062 |
| **Phone Number** | (831) 429-3898 x229 |
| **Principal** | Clyde Curley |
| **Email Address** | clydecurley@sccs.net |
| **School Website** | http://sccsbssc.ss8.sharpschool.com/schools/ark |
| **County-District-School (CDS) Code** | 44698234430096 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Ark Independent Studies is an accredited high school in the Santa Cruz City Schools. Students meet weekly for one hour with an instructor on a one-to-one basis to review a minimum of 20 hours of work completed during the week. During this meeting, students are given specific assignments, and coursework is corrected and evaluated. Students complete their coursework during the week at home. Assignments are tailored to fit the individual student's interests, needs, and learning style. Students have access to educational support by certificated staff and mathematics lab three days per week. Several enrichment offerings (guest speakers, field trips, "mini-classes") are made available to all Ark students through the course of the year. All Ark teachers are fully credentialed, with a broad range of teaching experience and expertise. In addition, Ark offers a Math Lab with a credentialed teacher of mathematics who meets with students both individually and in small groups.

In 2020-21, in response to the pandemic and the onset of Distance Learning, the Ark changed its CDE school code to encompass grades 6-12 (from 9-12). With the aim of offering A-G and CTE coursework in addition to district adopted coursework, the District purchased an online curriculum and added an Online Only pathway and provided professional development for staff in facilitating the online format, dedicated part-time FTE to working exclusively with students choosing the Online Only pathway. As of the end of the first quarter, the student population had grown by more than 40% and, as we expected it to, it grew even further as first semester grades were released at the comprehensive schools. To this end, the District has added new staff to the traditional IS staff as well as Credit Recovery staff to support students who have become credit deficient as a result of the pandemic and the District's need to move to a Distance Learning model. The Math Lab teacher meets with students by appointment over Zoom during school closure.

The Ark's schoolwide learning outcomes are as follows:
I. Every student will demonstrate personal responsibility
II. Every student will be an effective communicator, and
III. Every student will be able to demonstrate and apply higher order thinking skills

Mission
At the Ark Independent Studies we:
- Connect with students as individuals
- Inspire students to find meaning
- Motivate students to take responsibility

## 2022-23 School Overview

- Support students to discover and pursue their interests

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

| A. Conditions of Learning | **State Priority: Basic** |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): |
| | • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;<br>• Pupils have access to standards-aligned instructional materials; and<br>• School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002<br><br>Practicing the Writing Process - Educational Design Adopted 2001 | Yes | 0% |
| Mathematics | Integrated Math 1 & 2, Pearson Adopted 2019 | Yes | 0% |

| | | | |
|---|---|---|---|
| **Science** | Biology: An Everyday Experience - Glencoe McGraw Hill Adopted 2007<br><br>Focus On Earth/Life/Physical Science - Glencoe McGraw Hill Adopted 2007 | Yes | 0% |
| **History-Social Science** | World: History, Cutlture, & Geography - The Modern World McGraw Hill<br>United States History & Geography - Continuity & Change McGraw Hill<br>Principles of American Democracy McGraw Hill<br>Principles of Economics 3/27/21 McGraw Hill | Yes | 0% |
| **Foreign Language** | | | |
| **Health** | | | 0 |
| **Visual and Performing Arts** | | | 0 |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | 0 |

## School Facility Conditions and Planned Improvements

The Ark is located in a historic, 105-year-old building on the Branciforte Small Schools Campus. The Ark has one instructional classroom in the building with six Internet-connected computers and an LCD projector. The Math Lab meets in a different classroom three times a week. Ark provides many options for textbooks, which are stored in various locations at Branciforte Small Schools location.

| **Year and month of the most recent FIT report** | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|:---:|:---:|:---:|:---:|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

All Ark students have access to Career Technical Education (CTE) classes at high schools throughout the county and through the online format. During the 2018-19 school year, four Ark students participated in countywide CTE classes. In 21-22, seven students are enrolled in CTE classes. Currently, there are no students taking advantage of this resource.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

The Ark requires parents to attend a beginning-of-the-year orientation and the student's weekly meeting with their teacher three times during the school year. This ensures that parents understand the program and are aware of their student's progress. The

## 2022-23 Opportunities for Parental Involvement

other primary avenue for parental involvement at the Ark is the School Site Council, which meets five times a year. The contact person for parent involvement is Principal Clyde Curley. To become more involved, please call (831) 429-3898 or visit the school office.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group.  For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

| | |
|---|---|
| **C. Engagement** | **State Priority: School Climate** <br><br> The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2022-23 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,328 | $2,069 | $7,259 | $66,155 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | -9.6 | -21.7 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | 37.9 | 15.6 |

## 2021-22 Types of Services Funded

We update our Single Plan for Student Achievement each year to ensure that our instruction is focused on student needs as shown by achievement data. For the 2021-22 fiscal year, we worked closely with our School Site Council and staff to allocate our LCFF supplemental and Title 1 funds to provide to purchase supplementary instructional materials, to offer guest speakers and real-world learning experiences, and to provide ongoing staff training. The Ark also purchased a license for the MAP online assessment so that student progress could be monitored in various formats. Finally, LCFF and Title 1 funds were used to fund a part-time certificated math teacher for one-to-one and small group instruction.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

In 22-23, professional development focuses on
a. developing A-G compliant courses;
b. using MAP and local assessments to monitor student progress and to plan instruction;
c. staff becoming more familiar with math power standards and how to support students in achieving them;
d. staff participates in campus-wide training in Trauma Informed strategies.

With the growth and expansion of the program in 20-21, new teachers are learning about alternative assessment, record keeping processes, and learning the standards and expectations of the range beyond the grade level that has been their expertise. Ark staff have undertaken the Herculean task of culling the 30+ years of curriculum so as to offer a guaranteed and viable curriculum should a student choose to attend a comprehensive school in the future. In 21-22, in addition to the above, staff used a High-Impact Instructional Strategy Toolkit and focusing on Teacher Clarity, Feedback, and Goal Setting.

For each of the past four years, the co-principal and one Ark teacher have attended the California Consortium on Independent Studies annual compliance conference. Staff reflection and review in weekly PD sessions supported teachers to implement this new instructional method. Since 2016-17, the Ark's professional development has focused on recommendations that were made after our WASC midterm review and the implementation of the Common Core Standards in math and language arts.

Over the past four years, our staff has met for 60-90 minutes three times per month to review student achievement data, revise curriculum, and set goals for improving student achievement. For the 2020-21 school year, teachers will be supported by regular teacher-principal meetings and the WASC self-study coordinator. The Ark's WASC review was a resounding success!

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 8 | 8 |

# Bay View Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ |
| | For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ |
| | For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Bay View Elementary School |
| **Street** | 1231 Bay St. |
| **City, State, Zip** | Santa Cruz, CA 95060-4708 |
| **Phone Number** | (831) 429-3991 |
| **Principal** | Renee Golder |
| **Email Address** | reneegolder@sccs.net |
| **School Website** | [https://bayview.sccs.net/](https://bayview.sccs.net/) |
| **County-District-School (CDS) Code** | 44698156049860 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Mission Statement:  Bay View School is a safe and welcoming community where everyone is respected, and learning is valued. Our school is a dynamic learning environment where everyone is engaged and inspired to do their personal best. Diversity is embraced; it enriches our learning community. Students, families, and staff work together as a team to ensure academic success and social responsibility for everyone.
At Bay View Elementary School, Everybody is Somebody.

At Bay View Elementary School, we provide a safe and nurturing environment that fosters life-long learning. Bay View is dedicated to academic excellence. We value parents and community members as partners in education.  We support social-emotional learning, through Second Step Curriculum and explicitly teaching Bay View Life Skills, we prepare students to become responsible citizens in our diverse society.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, social-emotional development, establishing good study habits, and family/community partnerships. Pride in our school evolves from Bay View's outstanding traditions, TK-5 achievements, and accomplishments.  A rich mixture of languages and backgrounds among our community allows us to build on our diversity.

Significant Achievements
Bay View staff is committed to monitoring student progress by analyzing and responding to reading and math scores on assessments, such as, Fountas and Pinnell Reading Inventory, iReady, district math and literacy benchmark assessments, and teacher developed formative assessments. We offered high-quality researched-based small group reading intervention instruction to support students who were below grade level and high-quality enrichment and extension activities for those who were at or above. Our literacy intervention program includes explicit phonics instruction using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words and Reading Intervention for Students to Excel (RISE) based on Jan Richardson's guided reading framework. Bay View's math RtI includes push in intervention 4 days per week for 40 min in every 1-5 classroom to ensure students get access to small group instruction and intervention.

## About this School

| 2021-22 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |

| 2021-22 Student Enrollment by Student Group | |
|---|---|
| **Student Group** | **Percent of Total Enrollment** |

| A. Conditions of Learning | **State Priority: Basic** |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): |
| | • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; |
| | • Pupils have access to standards-aligned instructional materials; and |
| | • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Benchmark Workshop - Benchmark Education Company Adopted 2019 | Yes | 0% |
| Mathematics | Eureka Math - Great Minds Adopted 2016 | Yes | 0% |
| Science | FOSS - Delta Education | Yes | 0% |

| | | | |
|---|---|---|---|
| | Adopted 2017 | | |
| **History-Social Science** | History & Social Science - Pearson<br>Adopted 2006 | Yes | 0% |
| **Foreign Language** | | | |
| **Health** | | | |
| **Visual and Performing Arts** | | | |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

Bay View Elementary campus sits on a 5 acre lot and is located at the intersection of Bay Street and Mission Street (HWY 1). The school was built in the 1940s and expanded until present. All classrooms are spacious and well lit. In addition to 27 classrooms, we have an art room, a music room, a life lab, and a large library media center. The play structure was resurfaced with new soft padding using funds provided by money from bond money. Additional improvements that are expected to be completed using bond money include replacing portable classrooms with permanant buildings, upgrading technological infrastructure, improving the play area, modernizing classrooms, and constructing a new multi-purpose building.

| **Year and month of the most recent FIT report** | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 96% | 96% | 84% | 96% | 96% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

Our parents and community members are active in the classroom on a daily basis and accompany students on field trips. Our School Site Council (SSC)  helps make decisions related to our school expenditures and approves the school's annual plan and budget. Parents also have the opportunity to participate in the English Learner Advisory Committee (ELAC) which provides feedback to the school administration in relation to the support of our English Language Learners. Our  Parent Teacher Organization (PTO) helps promote community events, plan fundraising activities, and provides funding for different enrichment opportunities for our students. SSC, ELAC and PTO.  The principal meets with all three leadership groups to develop agendas and plan for potential guest speakers.  Our school also offers monthly school assemblies to promote positive behavior goals and deepen our sense of school community.

Parents in our community attend school activities and events (including Family Art Night, Fiesta del Artes, talent show, school-wide carnival, pancake breakfast).   All these events are posted on our school website and sent home on fliers. All school communication is sent in both English and Spanish.

To become more involved, please call or visit the school office - (831) 429-3991.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

| C. Engagement | **State Priority: School Climate** |
|---|---|

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic.  The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

Our School Safety Plan is updated annually. Our school and grounds are very safe. We have lockable fencing at all four entrances, and those gates are locked during school hours. School Site Council (SSC) and staff update and approve our plan annually. Parents are informed about emergency procedures, and a list of procedures is visible in every classroom. Emergency procedures provide detailed directions and maps for fire, earthquake, and evacuation drills, and stranger-on-campus lockdown procedures. This year the staff received a Code Red training from the Santa Cruz Police Department.

The staff receives monthly five-minute safety meetings. The staff also received in-depth training in emergency response procedures, mandate reporting, harassment and discrimination, and FERPA (Family Educational Rights and Privacy Act). The school safety team meets regularly to review and update the site safety plan.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $16,025 | $3,718 | $10,185 | $92,411 |
| **District** | N/A | N/A | $7,989 | $82,291 |
| **Percent Difference - School Site and District** | N/A | N/A | 24.2 | 11.6 |
| **State** | N/A | N/A | | |
| **Percent Difference - School Site and State** | N/A | N/A | -13.2 | 2.1 |

## 2021-22 Types of Services Funded

Our population qualifies Bay View for both federal and state funds for underperforming students. Bay View funded two Response to Intervention (RtI) teachers, 5 learning assistants in our intervention program, classroom learning assistants in kinder and first grades, and parent education.  We also used site funds to support professional development, including funding costs to attend training.  All teachers and literacy-focused support staff meet three times a year to analyze literacy and English Learner progress, set learning goals, and develop differentiated instructional action plans.

State funds were used to purchase software, upgrade hardware, and obtain supplies and instructional materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

At Bay View Elementary School, we believe that Professional Learning opportunities are essential to ensure that every student has teachers who are prepared to teach to the rigor and depth required by the CA Common Core Standards.  This year, our school will focus on ELD.

Our meeting structures are as follows: We will use the monthly district-wide PD (early release days) to inform our site work by working with a literacy consultant to build our understanding of blending learning lesson design.  We will meet three times a year in Student Learning Teams (SLT) meetings to identify priority ELA and ELD standards and develop student goals.

We will refine our progress monitoring system by determining which common summative and formative assessments will be used to evaluate student progress.

We will analyze our most current ELA/ELD student achievement data and create a comprehensive action plan to address the needs of students at each proficiency band. We will meet bi-monthly in grade level PLCs to analyze student work collected using common formative assessments to determine which instructional practices are yielding the best results.

We meet once a month for staff meetings which include teachers and all certificated support staff.  Here we engage in school-wide data analysis and engage in cross-grade level collaboration around grade level action plans.  We are striving to build more vertical alignment.

Staff and staff teams will be encouraged to participate in additional professional development over breaks and after work hours that support our shared site and district vision for superior service for students.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4-6 | 4-6 | 4-6 |

# Branciforte Middle School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Branciforte Middle School |
| **Street** | 315 Poplar St. |
| **City, State, Zip** | Santa Cruz, CA 95062-1131 |
| **Phone Number** | (831) 429-3883 |
| **Principal** | Casey O'Brien |
| **Email Address** | cobrien@sccs.net |
| **School Website** | [https://b40.sccs.net/](https://b40.sccs.net/) |
| **County-District-School (CDS) Code** | 44698236060149 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Vision Statement: Opening Minds - Opening Hearts - Opening Doors

Mission Statement: Branciforte is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Branciforte Middle School serves a diverse student population primarily from the east side of Santa Cruz. Our academic program is designed to meet individual students' needs. Our base program includes English, Social Studies, math, science, P.E., and an elective. Our math classes use the College Prep Math curriculum with a focus on problem solving, explaining your reasoning, collaboration, and perseverance. The program includes both a standard middle school track and an opportunity for acceleration. For a school of our size, we have an outstanding exploratory program. At sixth grade, this includes options for band, AVID, culinary arts, and visual art. In the seventh and eighth grade, exploratories include: music, Advancement Via Individual Determination (AVID), (a college-preparatory program), STEM, and culinary arts. Students from our district's dual-immersion program continue their studies in Spanish language on our site.

Branciforte is proud of the many programs and services we offer. We have greatly expanded our access to technology, including: our state-of-the-art library computer lab staffed by our librarian; our "Bee Inn", (an innovation center designed to support use of technology in research, collaboration and presentation, and a dedicated writing space); Our Wednesday afternoon Arts Academy provides the opportunity for our students to participate in a variety of enrichment activities. Past and current offerings include, but are not limited to: Baile Folklorico, coding, ROV under water robotics, rock band, bike club, Parkour, visual art & gardening, sewing, culinary arts, drumline and ukulele. Bilingualism is supported in our Two Way Immersion program and ELD. In the fall of 2016 we started the Academic Achievement Academy, an after-school program, on Monday through Thursday for two hours after school. This program includes an hour of academic support and an hour of enrichment activity including music, cooking, and physical activity

Major Achievements
In addition to the increase in access to technology, we have been concentrating on improving academic support for our English Learners and under-performing students. Students struggling with math skills may use iReady or get additional support from a math teacher during our zero period math support class. There is a strong focus on Trauma Informed Schools training for

teachers and on the implementation of Social Emotional Learning (SEL) strategies and curriculum. Many teachers practice mindfulness with their students on a regular basis. In the 2017-18 school year the school implemented a Positive Behavioral Interventions and Supports (PBIS) program that emphasizes doing the right thing and rewards students for contributing positively to the school climate. This includes various lessons in the classroom, special events such as assemblies and random drawings for students who are making good decisions. Every department in every grade level provides structured SEL lessons throughout the year. We continue to support these initiatives through professional learning and committee work at our site.

At Branciforte, we strive to involve families in the school community. Our Home and School Club, English Language Advisory Committee (ELAC), and School Site Council offer formal ways for parents to participate. We also host workshops on parenting and planning for college, a math and science night, and a Social Emotional Learning night for families. Our Home and School Club and ELAC parents partner to celebrate our community cultures. In the fall, we host an annual Tamalada that includes wonderful food, music and Baile Folklorico. The Tamalada and Spring Festival events bring thousands of dollars into Branciforte classrooms.

Branciforte also involves families through celebrations of student learning. We host activities throughout the school year that celebrate student success, including music concerts, a Tamalada, featuring performances from our Arts Academy classes, walking field trips for all grade levels throughout the year, a Turkey Trot (a Thanksgiving fun run), the Egyptian Museum for sixth graders, the Knights vs. Samurai debates for seventh grade students, and an Invention Convention for eighth grade students.

Focus for Improvement
We continue to work towards our goal that all students will be proficient or advanced in English Language Arts and math. Our professional development time focuses on building our repertoire of teaching strategies to engage students in the content, improving content literacy, increasing academic talk in the classroom, and developing priority learning goals and success criteria in each department. We use the i-Ready test to evaluate student progress in math and reading and to assign students to intervention.

Our school community coordinator provides support to our students and their families. This work has increased the connection between home and school. We work to promote a college-going culture at our school. Our AVID students visit universities and partner with UCSC tutors to develop college level study skills. All seventh graders visit either the University of California or the California State Monterey Bay campus. Students in our dual immersion program are working towards the Seal of Biliteracy, which represents master attainment of two or more languages. Our student support team including our counselors, mental health specialist, school social worker, RtI coordinator and administration meet weekly to discuss and deploy support for students with academic needs and our students support team also meets weekly to discuss students of concern and ways to support them individually and structurally at our site.
Leadership
Casey O'Brien is enjoying his 22nd year as a school administrator and is in his fifth year at Branciforte. He brings experience leading at both the high school and middle school level, experience in Special Education and Student Services at the district level, has served as an adjunct professor in the Masters of Educational Leadership program at San Jose State University, and was awarded the Association of California School Administrators (ACSA) Region 10 Secondary Principal of the Year in 2014.

Teachers, classified staff, students, parents, and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the leadership team, along with the administration, plans staff development. Our School Site Council plays a key role in shaping our students' educational experience. The Student Council advises the school administration and helps guide our activities and enrichment.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

**A. Conditions of Learning**

## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our English Language Arts classes rely on novels to provide instruction on the Common Core Standards.  We have three different sets of instructional materials for our ELD students depending on their level of English proficiency.   Science textbooks are still based on the CST.  We supplement our science with current informational text to align with NGSS standards.  Our math books meet integrated CCSS adoptions.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature  and Language Arts - Holt, Rinehart & Winston Adopted 2008<br><br>Shining Star - Pearson Longman Adopted 2007 | Yes | 0% |

| | Access English: Great Source: Houghton Mifflin Harcourt - Adopted 2016<br>Inside Language: National Geographic Learning - Adopted 2016<br>Inside Writing: National Geographic Learning - Adopted 2016 | | |
|---|---|---|---|
| **Mathematics** | Core Connections (Middle School) Integrated Courses 1, 2, 3, and (High School) Integrated 1 - College Preparatory Mathematics<br>Adopted 2013 | Yes | 0% |
| **Science** | Science Education for Public Understanding Program (SEPUP), Lab-Aids<br>SEPUP Science Grades 6, 7, & 8<br>Adopted 2019 | Yes | 0% |
| **History-Social Science** | National Geographic World History Ancient Civilizations - 6th<br>Adopted 2021<br><br>National Geographic World History Medieval and Early Modern Times - 7th<br>Adopted 2021<br><br>McGraw Hill Impact California Social Studies: US History and Geography<br>Adopted 2021 | Yes | 0% |
| **Foreign Language** | Expresate - Spanish 1: Holt<br>Adopted 2014 | Yes | 0% |
| **Health** | N/A | | |
| **Visual and Performing Arts** | N/A | | |
| **Science Laboratory Equipment** (grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

We have recently had upgrades in our HVAC system as part of our COVID response during the pandemic.
Structurally, thanks to our Bond monies, we have renovated our multi-purpose room and added a new band building.
Additionally, we have added planters in each of our classroom wings and changed/improved our landscaping in the front of our building, as well as redone our parking lot as well as adding electric gate access.
We are continuing to plan for future renovations to our entire site, with our Woodshop and Bee Inn scheduled to start in the Spring of 2023.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:** | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| Overall Cleanliness, Pest/Vermin Infestation | | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |
| --- | --- |

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 99% | 100% | 100% | 100% | 100% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with administration, staff, and students to make financial decisions. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our efforts to reach out to our Spanish speaking families. An ELAC representative also acts as a liaison to the School Site Council so that ELAC parents have a strong voice in the development of the School Plan. Historically, our Home and School Club provides support for our students in a variety of ways including co-hosting, with ELAC, the annual Tamalada and Spring Festival, organizing several fundraisers and supporting our school financially with teacher grants, support of student field trips, support of the Arts Academy, and support of our technology equipment.  We have an additional fundraising arm of the Home and School Club called the B40 Boosters - they focus on fundraising and spirit events for sports and music programs primarily.  Additionally, our parents assist with a variety of school activities, including Open House, Back-to-School Night, The Turkey Trot, fundraising, and important feedback and communication about our programs. Parents also volunteer to provide adult supervision at lunch and at school activities, teach Wednesday Arts Academy classes, coach teams, chaperone school dances, and much more.

To become more involved, please call or visit the school office - (831) 429-3883.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic.  The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

We revise our safety plan yearly, and it is reviewed by the staff and Site Council. The plan includes goals for creating a safe environment through Positive Behavior and Intervention Systems (PBIS) and Trauma Informed Services.  Our first goal is to define and use Tier 1 and Tier 2 strategies for social emotional issues and that 70% of students receiving Tier 2 services will indicate improvement in the area of need.  We now have School wide behavior expectations posted in all areas of the campus and we have added and adapted expectations to address distance learning.  We have identified our three campus culture expectations as being honorable, sensible, and safe.  We have identified expectations for each of these for the various areas of the campus, including distance learning, and teach these expectations to students through video, assemblies, BTV and classroom activities.

We continue a commitment to our students' social-emotional safety and have a Student Support Team that meets weekly to discuss supports and outreach to our students and family.  We use a Social Emotional Health Survey and California Healthy Kids Survey to inform our planning in relation to students' school social experiences.  Additionally, this survey helps identify students in need of additional social-emotional support.  Additionally, we provide opportunities for staff to share their input on student concerns and outreach. We also continue to have a robust Gay-Straight Alliance club that meets to support and address needs around gender identity, and have added representation on the Superintendent's Advisory Committee on Race and Equity.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $11,421 | $3,040 | $8,382 | $79,950 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 4.8 | -2.9 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -7.0 | -8.9 |

## 2021-22 Types of Services Funded

Branciforte uses specialized funding to provide extra help to students who need it. We update our school plan each year to ensure that our instruction is focused on student needs. For example, a significant portion of our federal and LCFF supplemental funds are used to support our Multi-tiered Systems of Support. This includes an RtI coordinator, 75 minutes of weekly math and reading intervention using small group instruction or the iReady curriculum, two math intervention support periods/teachers that either push into general education math classes or pull students out for small group intervention, an additional class so that English Learners can take zero period PE allowing them to take an elective during the regular school schedule, a zero period Math+ and Reading intervention classes five days per week, and after school homework hours four days a week, serving approximately 40 students daily. Additionally, we use these funds to significantly increase our ELD services in order to provide small, leveled ELD classes, including a class and FTE release for our newcomer students that provides language acquisition and SEL support. We also dedicate funds for substitutes so that teachers can release quarterly to strategize approach to services for English Learners (Language Review Teams - or LRTs). Additional funds are used to purchase materials, translation services, professional development, and release time for teachers to participate in planning. The effectiveness of these additional resources is measured through our quarterly and annual assessments.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

The primary focus of professional development is around tools needed to maximize learning and around Integrated ELD in support of our English Learners in general education classes. Additionally, over the past few years significant focus has been on supporting productive academic student talk, teacher clarity, (including the use of learning goals, success criteria, and formative assessments), using an evidence, analysis, action protocol to analyze student work and inform instruction. We are working on integrating brain-based self-regulation strategies and Social Emotional Learning instruction to support students self management, relationship skills, and decision making. These priorities were made based on several factors including our student achievement data, research into what improves student achievement, district goals and metrics, and staff leadership discussions. Teachers have the opportunity to collaborate every week during the afternoon of a Wednesday shortened day. This collaboration takes on several forms including school wide professional development and department and/or grade level professional learning teams. The professional development has a lens on supporting Integrated ELD, academic talk strategies, teacher clarity, and grading for equity. These include strategies to engage students in the content through reading, writing, speaking, and listening, strategies to check for understanding, content literacy strategies, and paired, group, and whole class discussion strategies. Department collaboration, and grade alike collaboration, is focused on student engagement through curriculum development, sharing best practices, aligning with the Common Core State Standards, developing common assessments, and using the results of these assessments to drive instruction. Grade level teams meet to choose and review accountable student talk strategies, trauma-informed strategies, review at-risk students, and share good news with parents regarding a range of student successes. Teams of teachers participate in series of workshops offered through various agencies. In recent years these have included: Integrated & Designated ELD with West Ed, Teacher Clarity led by Paul Bloomberg and SCCS staff; College Preparatory Math curriculum training and collaboration; ELA collaboration focused on the Common Core State Standards, Next Generation Science Standards, and AVID training. In addition, each teacher is expected to participate in at least two peer classroom observations each year. Finally, new teachers and administrators are assigned teacher/administrator coaches who provide regular observations and dialogues, giving staff the opportunity to reflect on practice with veterans in the field. Time is built into the professional development for teachers to share the strategies they have tried and to get feedback regarding any questions. In addition, staff and district administration make regular visits into the classroom and share observed best practices through e-mails, newsletters, and personal interactions, and follow-up with concerns individually.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 1 | 3 | 3 |

# Costanoa Continuation High School/Branciforte Small Schools Campus

## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
|---|---|
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |
|---|---|

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Costanoa Continuation High School/Branciforte Small Schools Campus |
| **Street** | 840 North Branciforte Ave. |
| **City, State, Zip** | Santa Cruz, CA 95062 |
| **Phone Number** | (831) 429-3898 |
| **Principal** | Clyde Curley |
| **Email Address** | clydecurley@sccs.net |
| **School Website** | https://bssc.sccs.net/ |
| **County-District-School (CDS) Code** | 44698234436960 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Costanoa High School is located on the vibrant Branciforte Small Schools Campus (BSSC). Ark Independent Study High School, Monarch Community School, and Alternative Family Education all share our campus. Costanoa students benefit from small class sizes and strong relationships with staff members. We focus on student growth over time by developing the following habits: Use your mind well. Do the right thing. Work hard. Costanoa has a diverse population of students in grades nine through twelve. Costanoa is fully accredited by the Western Association of Schools and Colleges.

Our schoolwide action plan focuses on developing literacy and math skills to prepare students for the rigors of community college.  All students complete a senior project as a graduation requirement. The staff has a strong culture of collegiality focused on instructional improvement and the promotion of student success. Our staff works together to improve and adjust instruction in response to student assessment. Students work to master standards in all subjects and to complete required credits for graduation, and the senior project. Our faculty Leadership Team and School Site Council (SSC) guide the focus and direction of the school. Our student leadership group also has an active voice in school activities, such as Spirit Week and the development of school policies.

Costanoa entered Comprehensive Support and Improvement status based on data from 2018-19. In response to CSI and school closure from the pandemic, Costanoa has implemented multiple intervention strategies including transitioning to models of co-teaching in Project-Based Learning classrooms with coaching; adding Instructional, Restorative Justice and Math coaches; adding hours for a Mental Health counselor; providing professional development in PBL and Restorative Justice; extending enrichment opportunities for students; additional time for teacher collaboration; additional staffing for supporting students during Distance Learning at in-person cohorts; to name a few.

## 2022-23 School Overview

INSPIRED PURPOSE- We personalize education for every student.
MISSION- We are a small and diverse community that supports students' academic and personal growth. Students learn through integrated thematic instruction, participate in experiential learning, develop a foundation in positive socioemotional practices, and build connections to Cabrillo College.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

---

**A. Conditions of Learning**

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002<br><br>Inside Writing: Grade 9 - Great Source Adopted 2006 | Yes | 0% |

| Mathematics | Integrated 1, 2, & 3 - CPM<br>Adopted 2016 | Yes | 0% |
|---|---|---|---|
| Science | Biology: An Everyday Experience - Glencoe McGraw Hill<br>Adopted 2007<br><br>Biology - Houghton Mifflin<br>Adopted 2007<br><br>Chemistry - Pearson Prentice Hall<br>Adopted 2007<br><br>Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons /<br>People's Publishing<br>Adopted 2007 | Yes | 0% |
| History-Social Science | World: History, Cutlture, & Geography - The Modern World<br>3/24/21  McGraw Hill<br>United States History & Geography - Continuity & Change<br>3/25/21  McGraw Hill<br>Principles of American Democracy<br>3/26/21  McGraw Hill<br>Principles of Economics<br>3/27/21  McGraw Hill | Yes | 0% |
| Foreign Language | | | 0% |
| Health | | | 0% |
| Visual and Performing Arts | | | 0% |
| Science Laboratory Equipment<br>(grades 9-12) | | | 0 |

## School Facility Conditions and Planned Improvements

Costanoa is located in a beautiful and historic building on the Branciforte Small Schools Campus.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| **Structural:** Structural Damage, Roofs | X | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

All Santa Cruz City Schools' students have access to CTE classes at high schools throughout the county. These career technical education courses (CTE, formerly known as ROP) are open to all Costanoa students.
Since the 2017-18 school year, Costanoa had offered two courses: Agriculture Production and Early Childhood Education. Due to staffing changes, Costanoa offers one CTE course in Sustainable Agriculture. In addition, Costanoa students work with a part-time CTE counselor who administers surveys such as Naviance and other career-interest questionnaires. In 2022-2023, 20 Costanoa students are enrolled at CTE courses at other campuses including Construction , Culinary Arts, and Small Engines.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 99% | 100% | 100% | 100% | 100% |

| C. Engagement | State Priority: Parental Involvement |
|---|---|
| | The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site. |

## 2022-23 Opportunities for Parental Involvement

Costanoa parents are involved in school governance through the School Site Council and English Learner Advisory Committee. Each group holds meetings five times per year. The School Site Council also serves as our site's bond oversight committee. Members are able to give input into school bond projects planned for our site.

Parents are expected to be actively involved in their child's education by attending three mandatory parent-teacher-student conferences each year. Student advisors' share academic and graduation progress. To become more involved, parents may call (831) 429-3898.

| C. Engagement | State Priority: Pupil Engagement |
|---|---|
| | The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): |
| | • High school dropout rates;<br>• High school graduation rates; and<br>• Chronic Absenteeism |

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group.  For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

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## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2022-23 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $15,724 | $5,509 | $10,214 | $97,420 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 24.4 | 16.8 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | 18.1 | -14.8 |

## 2021-22 Types of Services Funded

We update our Single Plan for Student Achievement (SPSA) each year to ensure that our instruction is focused on student needs as indicated by student academic achievement. We work closely with our School Site Council (SSC) and staff to provide extra academic and socioemotional support to students. In the 21-22 academic year CSI grant, LCFF, LCFF Supplemental, Title 1, and donations funded intensive training in Project Based Learning with coaching; half time mental health specialist; contracts with enrichment programs; coaching and membership in the Alt. Schools Sports League; professional development in youth mental health; extra hourly for certificated staff to hold additional parent-teacher conferences; books and supplies.

During the 20-21 fiscal year, LCFF, Title 1, ESSER, and CSI Grant funds supported staffing for small outdoor learning cohorts during Distance Learning, materials and supplies, licenses to online learning formats, Chromebooks, coaching in Restorative Justice, and professional development and coaching in Project Based Learning. During the 2019-20 fiscal year, LCFF and federal funds were used to provide extra staffing that supported us in attempting to meet our SPSA goals and to carry out our schoolwide action plan. This included adding a bilingual paraprofessional to support students with low levels of English proficiency and adding .2 FTE to the CTE teacher's work load to maintain smaller class sizes. Additionally, these funds were used to purchase supplementary instructional materials. Funds were also spent to ensure student access to numerous educational field trips and enrichment opportunities.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

Costanoa staff meets twice a month for one hour to focus on continuous professional growth related to social/emotional learning, instruction, and assessment. During the past three years, professional development has centered on two key threads of literacy and school connectedness. Many students come to Costanoa deficient in reading and writing skills as evidenced by Measure of Academic Progress (MAP) and CAASPP scores. Many students also come to Costanoa in need of strengthening social/emotional development and learning.

In 2022-23 teachers are implementing standards-based instruction in all subject areas as dictated by students' credit earning needs. Costanoa restructured its faculty to include single-subject courses in Algebra, US and World History, and English Language Arts to satisfy graduation requirements. Staff is involved in year one of a WASC self-study which will surface recommendations for professional development in subsequent academic years. The school is implementing professional development in PBIS practices, Trauma Informed and restorative justice practices, and continue to work towards equitable discipline policies and practices. With changes in staffing Costanoa is restructuring its CTE offerings and a teacher is in a program to complete CTE credentialing.

In 2021-22 teachers continued to implement Project Based Learning planning and implementation, new and continuing staff participated in a 3-day in person training with Project 101, agreements on supporting student well-being are being developed, and staff is using a High-Impact Instructional Strategy Toolkit and focusing on Teacher Clarity, Feedback, and Goal Setting.

In 2020-21, teachers had multiple opportunities for professional development. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. Through the Language Review Team process, teachers continue to expand their toolboxes of strategies to support English language learning students.

School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continues to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neurosequential Model in lesson planning.

For the 2018-19 and the 2019-20 school year, there were three key strands of professional development focused on developing and carrying out integrated thematic units, implementing restorative justice practices, and developing academic vocabulary tied to ELD standards. A facilitator from SEEDS Community Resolution Center led 18 hours of professional development around restorative justice. The restorative justice leadership team received 20 hours of coaching throughout the year. Teachers were also supported through teacher-principal meetings, group analysis of student writing assessments and data, and two rounds of peer observations. SCCS' English Learner Instructional Tech led 7.5 hours of integrated ELD professional development with a focus on developing students' academic vocabulary acquisition.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 22 | 8 | 13 |

# DeLaveaga Elementary
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)



School Logo

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

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
|  | For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ |
|  | For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ |
|  | For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |

| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
|---|---|
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | DeLaveaga Elementary |
| **Street** | 1145 Morrissey Blvd. |
| **City, State, Zip** | Santa Cruz, CA 95065-1498 |
| **Phone Number** | (831) 429-3807 |
| **Principal** | Thien Hua |
| **Email Address** | thienhua@sccs.net |
| **School Website** | delaveaga.sccs.net |
| **County-District-School (CDS) Code** | 44698156049886 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K–5 Spanish Two Way Immersion program (Dos Alas). This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga uses Eureka Math, a curriculum that is well aligned with the Common Core State Standards. In addition to our continued implementation of a school-wide research-based Positive Behavior Intervention and Supports (PBIS) program, we are using elements of the WITS program which assists students in solving both behavioral and academic issues. To further support students with Social Emotional Learning, our school has adopted the Soul Shoppe program which helps students become more attuned to their social-emotional needs. In addition to our Eureka math program, we use the Benchmark

## 2022-23 School Overview

Workshop language arts program, along with FOSS science. Our Life Lab Science program is a garden-based science program that supplements the FOSS materials.

Major Achievements
DeLaveaga students consistently score well on state-level testing. Student scores in English Language Arts and Mathematics are at or above the state average. Our school has also received the Gold Ribbon Award from the State of California Department of Education for our Response to Intervention Program that supports students in both English and Spanish.

DeLaveaga has an active Parent Teacher Club (PTC) that raises more than $90,000 annually to support classroom learning. The PTC provides additional music/dance instruction for kindergarten through third grade as well as stipends for our teachers to facilitate a student council. All students receive weekly art instruction and access to hands-on science instruction in the Life Lab funded by a district parcel tax. Students in third through fifth grade receive music instruction weekly through the District's program.

The Biliteracy Award, which recognizes language proficiency in both Spanish and English, is awarded to a number of our 5th graders each year.

Focus for Improvement
Classroom teachers evaluate students' literacy and mathematics skills regularly. This information helps identify which students require additional services during the school day or after school (Reading, Math, and other intervention support). English Learners received extra support toward developing proficiency in reading, writing, listening and speaking.

Students in grades three through five also take the State SBAC test. This assessment provides a statewide measure of school progress. DeLaveaga students consistently perform well on state standardized tests and on local measures of student achievement.

Our focus is on supporting students' proficiency in writing and math as we implement the Common Core State Standards.

Leadership
Thien Hua is DeLaveaga's principal. Prior to coming to DeLaveaga, Mr. Hua was the Principal at Southgate Elementary School for two years and has over 10 years of administrative experience and 27 years as an educator.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level team collaboration. Grade level teams meet regularly (up to once a week) to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Benchmark Workshop - Benchmark Education Company Adopted 2019 | Yes | 0% |
| Mathematics | Eureka Math Adopted 2016 | Yes | 0% |
| Science | FOSS - Delta Education | Yes | 0% |

| | | | |
|---|---|---|---|
| | Adopted 2017 | | |
| **History-Social Science** | History & Social Science - Pearson<br>Adopted 2006 | Yes | 0% |
| **Foreign Language** | | | |
| **Health** | | | |
| **Visual and Performing Arts** | | | 0% |
| **Science Laboratory Equipment** (grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

De Laveaga Elementary School was originally built in 1969 and sits on nearly 10 acres. The campus expanded the parking lot using bond money. Upcoming projects for the campus using bond money include adding shade structures, replacing the HVAC system, improving the technological infrastructure, and removing portable classrooms.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 98% | 97% | 97% | 97% | 97% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council approves the school's annual plan and budget. Parents also participate in the English Learner Advisory Committee, which supports our English Learners, and the Parent Teacher Club which helps plan for different enrichment, intervention, and community-building opportunities for our students and provides funding for these purposes. We work together to support our School Vision and Values, and establish a school-wide focus that prepares students to become lifelong learners.

To become more involved, please call or visit the school office at (831) 429-3807.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

Accident rates on campus are very low. The staff works together to ensure that the site is safe, clean, and orderly. We hold regular safety meetings, and provide safety information at our staff meetings. In addition, we work with our School Resource Officer to train staff on safety procedures, such as lockdown and evacuation drills. All gates are locked during the school day, and all visitors are expected to check in/sign-in with the office and wear a name tag while on campus.

With the direction of our School Safety Committee and input from all parent groups, the Comprehensive Safe School Plan is revised annually. In February 2022, the School Site Council approved our current Safe School Plan, which includes emergency procedures. In addition, key members of the Safety Committee, and Incident Command Team attend annual district-wide training in Emergency Response Guidelines and Disaster Procedures.

Key elements of the Comprehensive School Safety Plan are:
* Goals for creating a Creating a Caring and Connected Community, and a place where All Students and Staff are Safe
* DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in our PBIS - "The Dragon Way."
* Implement and monitor the PBIS behavior expectations and consequences with staff, students, and parents to support more engagement and safe interactions on the playground at recess and lunch.
* Disaster Procedures and Emergency Response Guidelines
* Established Incident Command System

The full Comprehensive School Safety Plan can be viewed on the school and SCCS District Websites.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $9,885 | $1,328 | $8,556 | $92,411 |
| **District** | N/A | N/A | $7,989 | $82,291 |
| **Percent Difference - School Site and District** | N/A | N/A | 6.9 | 11.6 |
| **State** | N/A | N/A | | |
| **Percent Difference - School Site and State** | N/A | N/A | -13.5 | -15.2 |

## 2021-22 Types of Services Funded

Our school uses specialized funding to provide extra instruction for students with specific needs. We use state and federal funds to provide additional reading support for students (SIPPS, Lexia, IStation, and RazKids). Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants, music and dance teachers, a Garden Coordinator, and after school enrichment classes.

We fund eight paraeducators who support our school-wide reading and math intervention program. In addition, we also provide after school support for students as a Tier 2 intervention strategy.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

From 2017 to 2022, teachers have participated in monthly after school staff development activities in Integrated ELD, Science, and the use of technology and instructional applications (Lexia, iStation, Zearn, etc.) to improve instruction and student performance, both in person and during Distance Learning. Professional development activities are planned and implemented by the teacher leadership team (SCIL). The focus for 2017-18 was math, in 2018-19 it was Integrated ELD and Content Area Conversations, and for the 2019-2020 school year, we focused on our newly adopted ELA program, along with science, and the implementation of Google and Seesaw Classrooms. In 2020-21 our focus has been on providing teachers extensive PD in technology related programs and applications to support Distance Learning. These are all site and district PD activities.

In past years, teachers have attended full release day professional development days that were sponsored by our County Office of Education, as well as other professional organizations. All teachers participated in science (FOSS) PD in 2018-2019. In addition, grade level representatives attended a 4-day training on teaching Spanish Language Arts. In 2018-19, a team of teachers attended the CABE Conference in Long Beach. In 2019-2020 all teachers participated in ELA implementation PD, and K-2 teachers were trained in F&P Assessment protocols. During monthly PD/PLC Days, as well as during parts of Staff Meetings, we have provided teachers and sometimes classified staff training in Google and Seesaw Classroom, Lexia, Zearn, iStation, RAZKids, and Heggerty, to name a few. Finally, our Reading Intervention teacher provided targeted PD in the new Reading Assessment - Pioneer Valley that was needed for Distance Learning.

We have provided SEH professional development to both classified and certificated staff. The various training sessions include, but are not limited to: Problem-solving Strategies (WITS), Calming Spaces, Zones of Regulation, Growth Mindset, Mindfulness, and a training in Handle with Care. We also updated our school-wide expectations (Dragon Way) to reflect the Distance Learning aspects of being Respectful, Responsible, Safe, and There and Ready!

Teachers continue to conduct ongoing parent-teacher conferences 3 times per year, to communicate and collaborate with parents to better support their children at school and at home.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4-5 | 6 | 7 |

# Gault Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Gault Elementary School |
| **Street** | 1320 Seabright Ave. |
| **City, State, Zip** | Santa Cruz, CA 95062-2525 |
| **Phone Number** | (831) 429-3856 |
| **Principal** | Amariah Hernandez |
| **Email Address** | amariahhernandez@sccs.net |
| **School Website** | [https://gault.sccs.net/](https://gault.sccs.net/) |
| **County-District-School (CDS) Code** | 44698156049894 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Gault Elementary School is a caring community that fosters respect, values diverse cultures and languages, and promotes positive school climate through the use of PBIS. Through a meaningful and appropriate curriculum, we work to ensure that all students experience continuous growth in academic and social skills in order to become complex thinkers, collaborative learners, and clear communicators. We do this through excellence in teaching, parent and community partnership, and support from our school district. We are a diverse population: 65% Latino, 45% English Learner, and 69% Free and Reduced Lunch. We are a relatively small elementary school with approximately 300 students, 23 certificated teachers, an RtI coordinator for ELA and MATH, 23 classified support staff, full time principal, bilingual school counselor, bilingual community coordinator and part time social worker. We have several programs at Gault that provide students with lifelong learning skills, however it has been our work around climate and culture that has made a noticeable impact on student learning in the classroom.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Benchmark Workshop - Benchmark Education Company Adopted 2019 | Yes | 0% |
| Mathematics | Eureka Math Common Core TK-5 | Yes | 0% |
| Science | FOSS Science Kits - Delta Education Adopted 2017 | Yes | 0% |

| | | | | |
|---|---|---|---|---|
| **History-Social Science** | History & Social Studies (CA Edition) - Pearson Scott Foresman<br>Adopted 2006 | Yes | | 0% |
| **Foreign Language** | | | | |
| **Health** | | | | |
| **Visual and Performing Arts** | | | | |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | | |

## School Facility Conditions and Planned Improvements

The main building was built in 1928 and went through extensive remodeling in 2005. In 2019 using bond funds we updated our beautiful Spanish tile roof and painted the exterior of our Kinder annex and main building. We have a courtyard, which we use for instruction and as a gathering place for students and parents. The Life Lab garden and science lab is a center in which many lessons and activities take place. We have a library, which is a gathering place for students at lunch and recess as well as a place where lessons are taught to every class on a weekly basis. Additionally, we have an art and separate music room that provide focused space for the arts weekly for our students. Gault School offers the charm of a historic building filled with eager students. We passed our 2021 Williams facility audit with a 98% "good" on the fit report and passed our 2021 safety audit.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 95% | 95% | 95% | 95% | 95% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrators meets each trimester to monitor the Single Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our GPTO is involved in many aspects of our school including fundraising, volunteering and enhancing  programs for all of our students. ELAC meets monthly and GPTO meets quarterly. Additionally, we have a site Bond committee that makes decisions and gives input regarding our facility bond projects. To become more involved, please call or visit the school office - (831) 429-3856

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

| | |
|---|---|
| **C. Engagement** | **State Priority: School Climate**<br><br>The SARC provides the following information relevant to the State priority: School Climate (Priority 6):<br><br>• Pupil suspension rates;<br>• Pupil expulsion rates; and<br>• Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic.  The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

Gault School is a very safe place for students to learn and play. All students know and understand our Gault "Good to Great" Agreements. We use the Gault Agreements to help students solve issues with each other and treat others with respect. We have implemented PBIS (Positive Behavior Intervention Support) framework for the past three years. Our school climate is inclusive of all students and promotes self confidence, and problem solving. We revise our School Safety Plan yearly as we conduct our monthly drills. We have a comprehensive site safety plan posted to our website. All staff are updated on the safety plan and understand their role in a variety of emergencies.

| D. Other SARC Information | Information Required in the SARC |
| --- | --- |
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
| --- | --- | --- | --- | --- |
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
| --- | --- | --- | --- | --- |
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $13,060 | $3,202 | $9,858 | $75,105 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 20.9 | -9.1 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | 0.5 | -27.3 |

## 2021-22 Types of Services Funded

We use our state and federal dollars to offer additional classroom support during our ELA and MATH time, Tier 2 interventions in language arts and math, our PBIS program, a part time social worker, misc supplies, extra yard duties and professional development trainings for staff.  ASES funds support an after school coordinator for our program along with several learning assistants that have received specialized training. Last year the GPTO raised $30,000 through various fundraisers. These funds support classroom projects, community events and some facility and garden improvements.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

For the 2022-2023 school year Gault staff is participating in the following professional development:

1. Monthly professional development around ELD and GLAD strategies
2. Collaboration time for mapping and planning scope & sequence for year long curriculum
3. Continue professional Learning Communities with data cycles
4. Guided reading coaching
5. Practice and feedback for stronger formative assessments during PLC
6. Release time for Peer Observations
7. Ongoing coaching with our CS teacher coach and digital literacy
8. Participating in several PDs number talks, math and ELD and math games
9. PD for Writer's Workshop

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4-6 | 4-6 | 4-6 |

# Harbor High School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. <br><br> For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ <br><br> For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br> For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Harbor High School |
| **Street** | 300 La Fonda Ave. |
| **City, State, Zip** | Santa Cruz, CA 95062-1431 |
| **Phone Number** | (831) 429-3810 |
| **Principal** | Tracey Runeare |
| **Email Address** | truneare@sccs.net |
| **School Website** | [https://hh.sccs.net/](https://hh.sccs.net/) |
| **County-District-School (CDS) Code** | 44698234432340 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Harbor High School opened its doors in 1968 and celebrated its 50th anniversary in September 2018. Harbor is located on the central coast of California in the City and County of Santa Cruz. The County Office of Education serves ten school districts including Santa Cruz City Schools (SCCS). Harbor, home of the Pirates, is one of three comprehensive high schools, 2 middle schools and 5 elementary schools in SCCS. Harbor High School's mission is to educate all students to become critical thinkers and globally-minded community members and we are a school where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves.

Harbor High School has grown in enrollment by 15% over the past 3 years and has a current enrollment of 1046 students in grades 9-12. The school offers students learning and extracurricular opportunities to facilitate the growth and development of each student who walks onto our campus. Harbor provides a comprehensive education that includes a full athletic program, AVID program, Newcomer English Language Development (ELD) classes, SAIL special education program, and Career Technical Education (CTE) pathways.

Harbor High employs 46 full-time and 14 part-time certificated teachers, 12 full-time and 14 part-time classified staff members, 3 counselors and 3 administrators. Harbor is accredited by the Western Association of Schools and Colleges, was awarded a Green Ribbon Bronze recognition for school sustainability in 2021, Gold Ribbon status in 2015 and is a California Distinguished School. Harbor High has been recognized annually, since 2017 by Educational Results Partnership (ERP) and the Campaign for Business and Educational Excellence (CBEE) as a California Honor Roll recipient whose school demonstrates high levels of student academic achievement, improvement in achievement over time and reduction in achievement gaps.

Harbor High is a welcoming school with a diverse student body and numerous opportunities for students to learn and grow. 33% of our students qualify for free or reduced lunch benefits and many of our students come from under-resourced families. In our current school year, 2021-2022, we have 124 (12.9%) English Learners and (15) fifteen (8%) RFEP students. Harbor has 16 newcomer English learners enrolled this year from El Salvador, Mexico, and Korea. Our ELD classes remain consistently enrolled and we offer three (3) ELD classes with two (2) ELD tutorial sections. Harbor continues to engage in professional development activities focused on collaboration and the consistency of instruction and services that our students receive. Harbor High school educators participate in a minimum of once-weekly collaboration in department meetings and professional learning communities (PLCs). Santa Cruz Instructional Leadership (SCIL) meetings, and professional development training in

## 2022-23 School Overview

staff meetings are monthly. Harbor High continues to use the Organized Binder system as a foundational approach to organization for students and consistency of instruction by teachers.

Harbor Staff Values:
We believe in our school.
We know all students can learn.
We respect and believe in students.
We use data and research to design and improve curriculum.
We have clear and consistent student expectations.
We are kind, caring, and accessible.
We have high expectations and clearly-communicate success criteria.
We collaborate for students.
We are flexible and adaptable.
We make student-centered decisions.
We grow professionally to meet student needs.
We listen and engage with each other professionally, respectfully and openly.
We are responsive and supportive.
We value and communicate with our stakeholders.

Student Learning Outcomes

What students will be able to know, do, or demonstrate when they have completed Harbor High School.

Investigate the World:
Students investigate the world beyond their immediate environment
Inquirers
Knowledgeable

Recognize Perspectives:
Students recognize their own and others perspectives
Reflective
Open Minded
Balanced

Communicate Ideas:
Students communicate their ideas effectively and with diverse audiences
Communicators
Thinkers

Take Action:
Students translate their ideas into appropriate action to improve conditions
Caring
Risk Takers
Principled

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

| 2021-22 Student Enrollment by Student Group | |
|---|---|
| **Student Group** | **Percent of Total Enrollment** |

| A. Conditions of Learning | State Priority: Basic |
|---|---|

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | 55 | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002<br><br>Shining Star - Pearson Adopted 2007<br><br>Keys to Learning - Pearson 2009 | Yes | 0% |

| | | | |
|---|---|---|---|
| **Mathematics** | Integrated 1 - CPM<br>Adopted 2016<br><br>Integrated 2 - CPM<br>Adopted 2016<br><br>Integrated 3 - CPM<br>Adopted 2016<br><br>PreCalculus - CPM<br>Adopted 2016<br><br>Pre-Calc with Limits - Houghton Mifflin<br>Adopted 2009<br><br>Calculus - CPM<br>Adopted 2016<br><br>Practice of Statistics - Freeman<br>Adopted 2011 | Yes | 0% |
| **Science** | Model Based Biology - EMBER Biology Team UC Davis<br>Adopted 2019<br><br>Biology - BSCS<br>Adopted 2016<br><br>Living by Chemistry - Bedford, Freeman, & Worth<br>Adopted 2020<br><br>Chemistry - Pearson Prentice Hall<br>Adopted 2007<br><br>Active Physics - Activate Learning<br>Adopted 2018<br><br>Conceptual Physics - Prentice Hall Pearson<br>Adopted 2009<br><br>Physics, AP (Cutnell & Johnson - 7th Ed.) - Wiley & Sons /<br>People's Publishing<br>Adopted 2007<br><br>Chemistry, AP - Cengage Learning<br>Adopted 2014<br><br>Life: Science of Biology, AP - MacMillan<br>Adopted 2014 | Yes | 0% |
| **History-Social Science** | IMPACT: CA Social Studies - World: History, Culture, &<br>Geography - The Modern World<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - United States History &<br>Geography - Continuity & Change<br>McGraw Hill<br>Adopted 2020 | Yes | 0% |

| | IMPACT: CA Social Studies - Principles of American Democracy<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - Principles of Economics<br>McGraw Hill<br>Adopted 2020 | | |
|---|---|---|---|
| **Foreign Language** | Situaciones - D.C. Heath<br>Adopted 2009<br><br>Expresate 1 & 2 - Holt<br>Adopted 2011<br><br>Una Vez Mas,Spanish for Spanish Speakers - Pearson<br>Adopted 2016<br><br>Vista, AP Spanish - Higher Learning<br>Adopted 2014 | Yes | 0% |
| **Health** | Lifetime Health - Holt<br>Adopted 2011 | Yes | 0% |
| **Visual and Performing Arts** | Art History - Prentice Hall<br>Adopted 2009 | Yes | 0% |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | 0 |

## School Facility Conditions and Planned Improvements

All areas of the school are cleaned regularly on a rotation schedule. Landscaping is centralized through the district facilities and maintenance department with Harbor having one day a week for upkeep on the grounds. The Gym, Multi-Purpose room (MPR) and Little Theater benefit the school and the community for events, larger meetings and performances. There are many student gathering areas, including a central quad with a spacious lawn. Overhangs, the library, and the MPR provide shelter in rainy or cold weather. Several colorful, large murals decorate the school. There are plans for additional murals to enhance the space and build the community. The Booster parents regularly organize campus beautification days to assist in landscaping and general campus clean-up. Harbor has an active Global Student Embassy (GSE) that planted a garden that includes edible and decorative plants. The campus building have been re-roofed over the summer of 2018 using bond money. Bond money has also financed the recently-completed track and field that now also has stadium lighting so the school can host evening games. Other upcoming improvements include technological infrastructure upgrades, a new performing space, and a new pool.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

Harbor offers a variety of career technical education courses (CTE, formerly known as vocational education or ROP) that are open to all students. Harbor High School has a vibrant CTE program with pathways in Transportation, Building and Construction Trades, Health Science and Medical Technology, and Arts, Media and Entertainment. Students are able to earn a certificate of completion in these areas, and these courses have been articulated with the local community college.  In the Transportation Pathway, Harbor offers Bicycle Technology. In the Building and Construction Trades, we offer Mill Cabinetry. In the Medical Pathway we offer Medical Technology and Health Careers. In the Digital Media Arts pathway we offer Graphic Design 1 and 2, International Baccalaureate (IB) Film1 and 2, and Digital Photography 1 and 2. Because most of our CTE courses are approved by the UC System, all students are encouraged to find an area of interest and enroll in one of these college-preparatory electives.

District Advisory Committee Membership:

Julia Hodges, District Director Secondary C & I
Sheri Williams, CTE Counselor for all district high schools
Marco Lucadano, CTE Teacher, Graphic Design/Arts, Media and Entertainment
Chris Mark, Graphic Regime, Graphic Design/Arts, Media and Entertainment
Tom Bentley, CTE Teacher, Agriculture
Caleb Barron, Industry Member, Fogline Farms, Agriculture
Hal Rovick, CTE Teacher, Const. Tech./Building Trades & Construction
David Wright, Industry Member, Elements Manufacturing, Const. Tech./Building Trades & Construction
Amine Bouchti, Site Administrator, Computer Science/Information technology
Justin Swett, Industry Member, Looker, Computer Science/Information technology
Justin Smith, CTE Teacher, Bike Tech Intro & Adv./Transportation - Bike
Berri Michel, Industry Member, Bicycle Trip, Transportation - Bike
Donna Marie Stahl, CTE Teacher, Health Science and Medical Technology
Dr. Rachel Barker, Physician, PAMF, Health Science and Medical Technology
Laurie Hildebrand, CTE Teacher, Manufacturing and Product Development
Eduardo Toledo, Industry Member, Flex,Manufacturing and Product Development
Nehal Pfeiffer, CTE Teacher, Health Science and Medical Technology - Biotechnology
Michael Timper, Parent, Computer Science/Information technology
Jason Nee, Parent, Computer Science/Information technology & Bicycle Technology
Kyle Nee, Student, Computer Science/Information technology & Bicycle Technology
Eddie Cervantes, Cabrillo, Local Community College
Mallory Stevens, Cabrillo, Dual Enrollment, Local Community College
Gerlinde Brady, Cabrillo- CTE Dean, Local Community College
Peter  Detlefs, Santa Cruz Workforce Development Member, Local Labor & Workforce
Erika Cortes, COE - Out of school youth
Mary Gaukel, Community Expert (Advisory Chairperson)
Tom Crahan, Community Member

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 9 | 90% | 92% | 94% | 88% | 95% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

Harbor has active Booster Club, English Learner Advisory Committee (ELAC), and Site Council parent groups that support the school and community.  Parents contribute to our athletic, music, drama, scholarship, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Pirate Festival, Parent Pledge Drive, Poker Tournament, and Drive for Schools. Boosters support academics, extracurricular programs, AVID, and our library. The Booster Club has created communications and hospitality subcommittees to support school-home communication and appreciate staff.  Boosters and ELAC work together on projects and jointly sponsor events like the spring Academic Awards Night, staff-appreciation luncheon, and parent movie screening events.  ELAC supports parents of English language learners through meetings focused on the college application process, teenage issues, parenting and school connection. ELAC hosts the annual Pirate Festival in the spring as a fundraiser for the ELAC scholarship. In addition, many of our parents participate in the School Site Council, Scholarship Committee, WASC focus groups, and Grad Night Committee. The Principal holds monthly morning coffee conversations with a representative from the counseling office, the Athletic Director, and School Community Coordinator to discuss school events, answer questions, and collaborate on issues of concern with stakeholders. To get involved, please contact Principal Tracey Runeare at truneare@sccs.net,  or call or visit the school office - (831) 429-3810.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The School Safety Plan includes procedures for safety and for re-location of students in case of emergency and is available online and in the front office. The plan details drills, first aid, and evacuations, as well as mental-health guidelines, threat assessment protocols, and plans for coordination with the Santa Cruz Police Department. The School Safety Plan posted on the school's website in full and in a one-page summary form. The plan is approved by our School Site Council, the administrative team, and the SCCS School Board and it is revised each year. Staff participates in safety drills and online safety classes, where various modules for personal and site safety are tested. Staff receives training at monthly staff meetings regarding safety issues on issues ranging from reporting hazards to duck, cover, and evacuate procedures. School behavior and policies are well publicized and strictly enforced. Two campus supervisors and two assistant principals monitor the campus and a School Resource Officer (SRO) is also available by call and is on campus three or four days during the week at lunch. Administrators and campus supervisors are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a visit by non-staff.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,821 | $2,485 | $7,336 | $83,199 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | -8.5 | 1.1 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -5.3 | -24.4 |

## 2021-22 Types of Services Funded

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. Harbor funds classes like English Language Development (ELD) and AVID, hires bilingual aides to support our newest English learners, learning tutors in math to support students taking online math courses and for a bilingual counselor. Local Control Funding Formula (LCFF) money is used to support programs and classes for English learners, including a school community coordinator position, our English Language Development classes and Newcomers program. LCFF funds our Response to Intervention (RTI) site coordinator and intervention courses in reading and math. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students. Our After School Learning Center (ASL) is open from 2:30 until 4:15 P.M. four days a week and teachers and other adult tutors support students in the ASL. The parent community has donated over $20,000 over the last two years to help purchase classroom supplies and materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

While there are three full days dedicated in the certificated school year calendar, Harbor High School includes at least 30 minutes of professional development (PD) at each of its monthly staff meetings. One of the three days of professional development is led by our curriculum and assessment team, which has a focus on common formative assessments in each subject area (a district-wide goal). The focus of the site's PD are determined by our WASC recommendations, school goals, and indicators of student achievement. Finally, staff identified interest and need provide some of our direction for PD. Our Santa Cruz Instructional Leadership Team (SCIL) meets district-wide in August to prepare site PD plans that support the district LCAP goals. Harbor's SCIL team meets monthly to plan and analyze the school's progress towards our professional development goals, which are assessed at the end of the school year in June and developed again in August. The SCIL team works with administrators to determine the method of PD as well as how the PD will be led with the staff. Our District Office requests a site Professional Development plan from Principals most years. Those PD plans are submitted in August or September and they align with our SCIL focus and SPSA.

Harbor's Single Plan for Student Achievement (SPSA) is an annual plan of actions to raise the academic performance of all students with an emphasis on our areas of growth as indicated in our WASC recommendations and student performance data. During the 2021-2022 school year, our staff participated in a half day refresher training on Restorative Practices. Since becoming an International Baccalaureate (IB) school in 2020, there has been IB training attended by every IB teacher and most teachers in core subjects like English, math, and science. Our district recently transitioned to a new student information system, for which PD was included this year as well.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 3 | 4 |

# Mission Hill Middle School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
|---|---|
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |
|---|---|

## 2022-23 School Contact Information

| School Name | Mission Hill Middle School |
|---|---|
| Street | 425 King St. |
| City, State, Zip | Santa Cruz, CA 95060-3411 |
| Phone Number | (831) 429-3860 |
| Principal | Derek Kendall |
| Email Address | derekkendall@sccs.net |
| School Website | http://sccsmissionhill.ss8.sharpschool.com |
| County-District-School (CDS) Code | 44698236060156 |

## 2022-23 District Contact Information

| District Name | Santa Cruz City Schools |
|---|---|
| Phone Number | (831) 429-3410 |
| Superintendent | Kris Munro |
| Email Address | superintendent@sccs.net |
| District Website Address | www.sccs.net |

## 2022-23 School Overview

A Message from the Principal:

Mission Hill Middle School is located on the central coast of California in a residential community on the west side of Santa Cruz. We are situated between King Street and Mission Street, within walking distance of downtown, and in close proximity to the University of California Santa Cruz. Mission Hill serves about 545 students in grades 6 through 8, and our student body reflects the wide range of socioeconomic and cultural diversity found in the neighborhoods of west side Santa Cruz.

Through partnership and collaboration with its stakeholders, Mission Hill is able to provide a safe environment for students and a positive school climate that supports all learners. Mission Hill places great value on academic rigor while also being mindful of the unique, social-emotional needs of adolescents. This sentiment is apparent in our school mission: "Engaging students' hearts and minds; every student, every day." In addition to rigorous academic instruction, we also support students in the pursuit of the Maverick Essentials - Perseverance, Responsibility, Integrity, Innovation, Collaboration. The Essentials are referenced in our school vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility and integrity."

Mission Hill Middle School believes:
- all students should be known and valued.
- all students can learn.
- rigorous academic instruction is essential to students' academic growth.
- safe, respectful, and caring environment support student success.
- in high expectations for all learners.

## 2022-23 School Overview

- music and the arts are important.
- equity is essential for all students to feel connected and be successful.
- in doing whatever is necessary to close the achievement gap.
- in challenging all learners.
- demographics should not determine outcomes.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

| A. Conditions of Learning | State Priority: Basic |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): <br><br> • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; <br> • Pupils have access to standards-aligned instructional materials; and <br> • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008<br><br>Shining Star - Pearson Longman Adopted 2007 | Yes | 0% |
| Mathematics | College Preparatory Mathematics (CPM) Core Connections (Middle School) Courses 1, 2, 3, & (High School) Integrated 1 | Yes | 0% |

| | Adopted 2013<br><br>Curriculum Associates i-Ready Classroom, Volume 1 & 2, 6th, 7th & 8th | | |
|---|---|---|---|
| **Science** | Science Education for Public Understanding Program (SEPUP), Lab-Aids<br>SEPUP Science Grades 6, 7, & 8<br>Adopted 2019 | Yes | 0% |
| **History-Social Science** | National Geographic World History Ancient Civilizations - 6th<br>Adopted 2021<br><br>National Geographic World History Medieval and Early Modern Times - 7th<br>Adopted 2021<br><br>McGraw Hill Impact California Social Studies: US History and Geography<br>Adopted 2021 | Yes | 0% |
| **Foreign Language** | Expresate! Spanish 1<br>Adopted 2014 | Yes | 0 |
| **Health** | N/A | Yes | |
| **Visual and Performing Arts** | N/A | Yes | |
| **Science Laboratory Equipment** (grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

Mission Hill Middle School is a beautiful and historic Santa Cruz building, which will turn 100 in 2030.  We are constantly working to maintain and upkeep it's old-world charm, while simultaneously updating and improving it for 21st Century learning.  In addition to the main building, we have a large and small gym, two PE locker rooms, a shop building, and  free-standing math wing.  Our beautiful new artificial turf field was completed in 2021, and provides athletic and recreational space for our Mighty Mavericks and community organizations.  Classrooms are spacious, bright, and modernly furnished.  We have a spacious auditorium with a   stage and state-of-the-art lighting for performing arts productions.   Our main halls are lined with student lockers and we are an "away for the day" school, meaning students keep their backpacks secure in the lockers, in order to keep hallways safe and clean and to avoid tripping hazards for students and staff in the classrooms.  The front yard of our school was recently renovated to include raised planter beds, an electronic marquee, a rain shelter, several student-created mosaic benches, new fencing and bike cage, and an automatic gate allowing access to the staff parking lot.   Other recent improvements include new roofing and insulation on the main building and the large and small gyms, new electrical switchgear, and installation of interactive flat panels in all classrooms.   Our custodial staff maintains the main building, gyms, and outdoor areas daily.

Planned improvements for the summer of 2023 include paint, new windows and window treatment, and an automated keyless door-locking system for the main building.  Additionally, the auditorium will receive a new black-out curtains, and science classrooms will be reconfigured to allow for more flexible student seating.  In the next 3-5 years, Mission Hill will break ground on a new building, which will eventually house state-of-the art science classrooms and an additional multi-purpose space.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** | X | | | |

## School Facility Conditions and Planned Improvements

| Gas Leaks, Mechanical/HVAC, Sewer | | | | |
|---|---|---|---|---|
| **Interior:** <br> Interior Surfaces | X | | | |
| **Cleanliness:** <br> Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** <br> Fire Safety, Hazardous Materials | X | | | |
| **Structural:** <br> Structural Damage, Roofs | X | | | |
| **External:** <br> Playground/School Grounds, Windows/ <br> Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School.  Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 99% | 99% | 99% | 98% | 97% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

Mission Hill Middle School offers numerous opportunities for parents to be involved in school activities and school leadership. Our Parent Teacher Student Association (PTSA) sponsors educational events for our parent community and provides a safe space for parents to connect and contribute their ideas to school administration. Our English Learner Advisory Committee (ELAC) meets monthly and oversees the implementation of our English Language Learner program. Parents can choose to run for election to the Site Council which consists of teachers, students, classified staff, and administrators working together to create the Single Plan for Student Achievement (SPSA) and to oversee the school budget. Parents can also volunteer to assist with many activities and events, including but not limited to:

- lunch time supervision
- ball shed monitoring
- classroom volunteering
- drivers/chaperones for field trips
- chaperones for school dances
- planning team for promotion events

To become more involved, please call or visit the school office - (831) 429-3860

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

Mission Hill's Safety Committee, the School Site Council (SSC), and English Learner Advisory Committee (ELAC) update the School Safety Plan and give information about the plan to the staff and students. We hold fire, earthquake, and code red lockdown drills in accordance with California law. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators and counselors participate in lunchtime supervision. We revised our School Safety Plan in 2022 which emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $9,282 | $1,876 | $7,406 | $76,320 |
| **District** | N/A | N/A | $7,989 | $82,291 |
| **Percent Difference - School Site and District** | N/A | N/A | -7.6 | -7.5 |
| **State** | N/A | N/A | | |
| **Percent Difference - School Site and State** | N/A | N/A | -25.7 | -21.6 |

## 2021-22 Types of Services Funded

In alignment with our SCCS District goals, Mission Hill uses State and Federal funds programs in academic literacy, mathematics, English language development, and social/emotional learning.  In addition to highly qualified teachers, we use funds to employ a variety of paraeducators to support students in small group and 1:1 interventions, including multilingual instruction and math and English tutoring.  We also offer grade level English language development classes and grade level AVID classes, which serve many EL and socioeconomically disadvantaged students.  Funds are allocated to offer tier 2 intervention courses, such as Math Plus, and Read Plus, and tier 3 intervention courses such as Read 180 and Mindset Math.  Mission Hill also offers an after school program, which provides students with academic tutoring, as well as enrichment opportunities, such as art, cooking, and robotics.

Funds are allocated toward school connectedness and social/emotional wellbeing, both of which are essential to student success.  We employ 2 counselors, a mental health specialist, an attendance clerk, a health clerk, a campus supervisor, an activities director, and an athletic director  Site programs include PBIS and Second Step.  We also fund a robust and active athletics program and many student clubs.

Funds are also used for professional development.  This year, Mission Hill staff are receiving training in integrated ELD, PBIS, anti-racist leadership, and standards based grading.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

Every Wednesday, students are released early and teachers have collaborative team time or professional development time from 2:00-3:30PM. This weekly schedule allows staff time to focus on supporting all students in meeting or exceeding mastery of academic content/skills. During collaborative team time, teachers work with department and subject alike colleagues on aligning essential learnings and formative assessments across similar courses, and examining student work to monitor progress toward essential learnings. Additionally, collaborative team time is an opportunity for teachers to design effective re-teaching experiences. This year, 5 days are designated for joint collaboration with our colleagues at Branciforte Middle School. Professional Development (PD) days provide teachers with training for implementing strategies in Mission Hill's three areas of focus - integrated ELD, PBIS and social/emotional learning, and anti-racist leadership. New for 2022/23, we have partnered with WestEd to receive support and guidance in our integrated ELD work.

During our collaborative time, staff examine the following data sources:
- common formative assessments
- common summative assessments
- district writing assessments
- iReady scores
- CAASPP scores
- attendance data
- behavior data
- grade data

This data informs our decisions regarding instructional practices within individual courses, our decisions regarding the focus of professional development (Tier 1 strategies), and the development of our Tier 2 and 3 interventions.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 12 | 14 | 15 |

# Monarch Community Elementary School/Branciforte Small Schools Campus

## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)



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

| | |
|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |
|---|---|

## 2022-23 School Contact Information

| | |
|---|---|
| School Name | Monarch Community Elementary School/Branciforte Small Schools Campus |
| Street | 840 North Branciforte Ave. |
| City, State, Zip | Santa Cruz, CA 95062 |
| Phone Number | (831) 429-3898 |
| Principal | Michelle McKinney |
| Email Address | michellemckinney@sccs.net |
| School Website | https://bssc.sccs.net/ |
| County-District-School (CDS) Code | 44698156108203 |

## 2022-23 District Contact Information

| | |
|---|---|
| District Name | Santa Cruz City Schools |
| Phone Number | (831) 429-3410 |
| Superintendent | Kris Munro |
| Email Address | superintendent@sccs.net |
| District Website Address | www.sccs.net |

## 2022-23 School Overview

A Message from the Principal:  Monarch, "a small school with a big heart", is an alternative school of choice. We provide a developmental approach, where each child is seen as an individual with various strengths and needs. Our curriculum uses science and social studies themes from the Common Core Standards to teach both basic skills and critical thinking to our students in mixed-age groups. At Monarch, students learn to use their hearts and minds well.

The foundation of our program is a robust social-emotional curriculum, based on the Positive Discipline philosophy. Our goal is to create a healthy environment of mutual respect and dignity for both children and adults, as well as to foster good communication and problem-solving skills. This foundation gives the academic curriculum a place to root and grow.

Monarch is located on the Branciforte Small Schools Campus (BSSC) and has four multi-age classrooms. Children are grouped according to their academic and social needs, not according to their age alone. The school benefits from the support of the nonprofit Monarch Community Board, a group of parents that supports parent participation, parent education, and fund-raising within our school community. Parent participation is critical to the running of the school and the spirit of the community.

Major Achievements
Each year, students successfully "graduate" from Monarch to Branciforte and Mission Hill Middle Schools, Alternative Family Education (AFE) Home school, Georgiana Bruce Kirby Preparatory School and Pacific Collegiate Charter School.

Graduating students demonstrate their mastery of our exit criteria to a panel of adults and peer students. Graduating students present evidence showing their academic growth in all subject areas including Math and English Language Arts, as well as

## 2022-23 School Overview

leadership development, while at Monarch School. In 2010, the Monarch staff presented their work on the exit criteria program at the Fall Forum, the national conference for the Coalition of Essential Schools. During Distance Learning, Monarch is continuing the Exit Criteria project, where graduating students must demonstrate that they are ready to move on to middle school by presenting work from their portfolios to a panel of teachers, parents, visiting educators and administrators, and student peers.

Inspired Purpose
A community of creative problem-solvers learning to use their hearts and minds together.

Vision
Monarch students are expressive communicators and creative problem-solvers who are willing to take risks. They take on leadership roles and have a voice in the school. They are competent and confident learners, both individually and in groups. Monarch students use their minds well: they find evidence, see from multiple viewpoints, discover connections, make suppositions, and determine relevance (Habits of Mind). They display personal best effort and are kind and helpful. They demonstrate listening skills and the ability to follow directions. Students develop a strong social consciousness that manifests in real social action. Monarch parents are involved in shared governance through active membership in Site Council and the Monarch Community School Parent Board. They are fundraisers. They are actively involved in school wide jobs. They are committed to clear communication with each other, the staff, and the students. Monarch parents are partners in supporting the educational mission of the school.

Mission
Students learn a foundation of skills and knowledge and a curiosity for learning that will serve them well in life and in their academic careers. The Monarch "Bill of Rights" is the guide post for eliciting safe, pro-social behavior. All students are known well by many adults, including parents who volunteer in the classroom. The small size of the school, as well as parental and campus-wide involvement, help to create positive school climate and a sense of community. Students are usually grouped according to their learning needs, not their grade level or age. Students take responsibility for their learning and the learning of their fellow students by creating and evaluating learning goals, developing excellent Habits of Mind, creating culminating projects, exercising choices at multiple points in the curriculum, and initiating real-world actions, including community service. Curriculum and instructional strategies are planned collaboratively and adapted to the learning styles and developmental stages of the students.

Leadership
Michelle McKinney is the principal of  Branciforte Small Schools Campus including Monarch. She comes to the site with 11 years as a classroom teacher in both alternative and comprehensive education; seven of those years included serving as Lead Teacher for the school.  Michelle holds a Multi-Subject Teaching Credential and a School Administration credential. She is a former teacher at Monarch and is functionally multilingual in Spanish, French and English.

Parents, students, and all staff take part in decision making at Monarch Community School. The staff and the Monarch Parent Board work together to shape our students' educational experience.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| --- | --- |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
| --- | --- |

| A. Conditions of Learning | **State Priority: Basic** |
| --- | --- |
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): |
| | • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; |
| | • Pupils have access to standards-aligned instructional materials; and |
| | • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | | | | | | |
| **Intern Credential Holders Properly Assigned** | | | | | | |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | | | | | | |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | | | | | | |
| **Unknown** | | | | | | |
| **Total Teaching Positions** | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | | | | | | |
| **Intern Credential Holders Properly Assigned** | | | | | | |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | | | | | | |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | | | | | | |
| **Unknown** | | | | | | |
| **Total Teaching Positions** | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 | Yes | 0% |
| Mathematics | Eureka Math/Great Minds Adopted 2016 | Yes | 0% |

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| | | | |
|---|---|---|---|
| **Science** | FOSS: Full Option Science System - Delta Education<br>Adopted 2007 | Yes | 0% |
| **History-Social Science** | History & Social Science (CA Edition) - Pearson Scott<br>Foresman<br>Adopted 2006 | Yes | 0% |
| **Foreign Language** | | | |
| **Health** | | | |
| **Visual and Performing Arts** | | Yes | |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

Monarch is located in a beautiful and historic building on the Branciforte Small Schools Campus.

| **Year and month of the most recent FIT report** | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

The parent-run Monarch Community Board is a nonprofit organization that oversees parent participation, parent education, fundraising, and community development.  Monarch is a family-participation school and has a family-participation agreement. Family participation is expected in the classrooms, and in school-wide jobs that help the school function. Family members are also expected to help with fundraising, read all school communications, and attend parent meetings. We depend on and highly value our families' support and involvement.

In addition, parents can choose seats on standing school, site and district committees such as School Site Council, ELAC, LCAP oversight committee, and Santa Cruz Education Foundation.

To become more involved, please call or visit the school office - (831) 429-3898.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The School Site Council that represents our four schools at the Branciforte Small Schools Campus (BSSC) reviews the previous year's Safe School Plan and collaborates to write a new plan each year. A goal in our 2022-23 plan is to continue to implement Trauma-Informed practices in classrooms and among staff and parents. We continue to implement practices from our past years of intensive professional development in Positive Discipline in the Classroom and Restorative Justice. We undertake a number of actions to meet this goal: continue to hold positive discipline support group classes, explicitly teach and practice self-regulation techniques, provide training for implementation of restorative justice practices, and focus on the neurosequential model in lesson design in various professional development sessions.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $10,738 | $2,788 | $7,951 | $72,948 |
| **District** | N/A | N/A | $7,989 | $82,291 |
| **Percent Difference - School Site and District** | N/A | N/A | -0.5 | -12.0 |
| **State** | N/A | N/A | | |
| **Percent Difference - School Site and State** | N/A | N/A | -8.1 | -25.9 |

## 2021-22 Types of Services Funded

In 2021-22:
LCFF, LCFF Supplemental, ESSER funds and donations supported four part-time Learning Assistants to support classroom learning.
LCFF funds purchased K-5 Readers Workshop curriculum.
LCFF funds were used to fund a short term project additional hours for library support to initiate an 'equity audit' of the K-12 catalog.
LCFF funds paid for Positive Discipline certification for all certificated staff.
LCFF funds purchased a working Public Announcement systems for the campus.
ESSER funds and donations supported an additional part-time social/emotional counselor for the 21-22 year.
Books and supplies accounted for the majority of expenditures after the learning assistants and tutors.
The central school district funded a part-time social emotional counselor.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

Teachers devote two afternoons per month to improve their skills as a Professional Learning Community (PLC) and to study student data through the process of a cycle of inquiry. Teachers have a clear process in place for identifying areas for improvement and utilizing professional development resources to support their curriculum planning. Teachers participate in professional development offered by the district and county office of Education as it pertains to the school-wide goals for the year.

22-23 professional development has three areas of focus with sub-foci areas:
Academic Literacy/ELL - a. Establish baseline with new standardized reading assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year. Staff will analyze data and work with students to set reading progress goals. Staff will participate in regular review of progress towards goal achievement. PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis.
b. Provide Readers workshop professional development for Launch on August 5, 2022 with C&I followed by monthly development of implementation of Readers Workshop and the Science of Reading with consultant.
c. Provide Science of Reading professional development to round out comprehensive ELA workshop.
d. Utilize staff meeting time to develop a novel social studies theme centered around indigenous peoples of the Santa Cruz and Monterey Bay areas.
Staff will work to identify appropriate student level texts and resources.
e. Funding for peer mentoring of new staff in 22-23
Mathematics - a. PLC will complete one Problem of the Month and/or MARS Task common assessment in order to better understand how to support students in building growth mindset, perseverance and applying Math Practice Standards
b. 2/5 staff will participate in summer professional development and share their learning during monthly PD meetings
c. Establish baseline with new standardized math assessment (iReady) for 3rd-5th grade students administered within the first two weeks of year. Staff will analyze data and work with students to set reading progress goals  . Staff will participate in regular review of progress towards goal achievement. PLC will hone data analysis by aligning iReady data with student work samples on a monthly basis
School connectedness - a. Staff will participate in summer reading related to a well-functioning PLC team.
b. Consultant Services with ROsE Consulting for training in Trauma Informed, Neuro-Resilient  principles and practices in community with all BSSC programs.

21-22 professional development has three areas of focus:
Academic Literacy/ELL - Implement data dives into formative and summative data sources in order to plan effective re-engagement strategies. Research, train staff and implement systematic spelling instruction within a Writer's Workshop (UDL) format. The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.
Achievement in Mathematics  - Implement data dives into formative and summative mathematics data sources in order to plan effective re-engagement strategies.  The staff will receive professional development about high-impact teaching strategies: Teacher Clarity, Feedback, Teacher Estimates of Student Achievement.
School Connectedness - Learn from experts the developmental and learning characteristics of students with Autisms. Provide professional development for new staff in Trauma-Informed practices provided by COE personnel
Re/certify in Positive Discipline in the Classroom Learn more about Twice Exceptional/Neural atypical students through a webinar series and in-service from Behavioral Specialists. Provide Music Instruction and other enrichment opportunities.

20-21 professional development had two areas of focus:
Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. Teachers participated in District and County PD opportunities for effective distance learning tools and practices. 2. School staff participated in a three-day Project Based Learning 101 (Buck Institute) training that illuminated the structures and processes of planning project-based lessons and units. Continual support is available through PBL 101 staff coaching, and consultation with veteran teachers. 3. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff.
School Connectedness - In efforts to maintain zero suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This is facilitated by an outside consultant, admin and the lead teacher. In monthly PLC meetings, staff is participating in a book study related to trauma-informed practices.

19-20 professional development had two areas of focus:
Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. 1. An outside consultant/coach facilitated this part of the professional development. 2. A veteran teacher provides systematic PD in Cognitively Guided Instruction for Math for the rest of the staff.  3. A veteran teacher has analyzed writing samples with a lens for areas for improved support for students learning English as an additional language. 4.

2022 School Accountability Report Card                                    Page 22 of 23Monarch Community Elementary School/Branciforte
Small Schools Campus

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## Professional Development

A representative from Behavioral Specialist firm performed two hours of PD regarding working with neuro-diverse students. School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

18-19 professional development had two areas of focus:
Academic Literacy/ELL - based on ELL data teachers focused on implementing strategies to improve writing and math instruction for ELL students. An outside consultant/coach facilitated this part of the professional development.
School Connectedness - In efforts to reduce suspensions and expulsions, all staff are learning about Restorative Justice practices. Based on the increased need of students for social emotional support, staff continued to learn about Trauma informed schools philosophy and to implement it in the classroom and throughout the school. Self regulation for students and self care for staff have been the focus, with attention to the use of the Neuro-Sequential Model in lesson planning. This was facilitated by an outside consultant, admin and the lead teacher.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 20 | 8 | 13 |

# Santa Cruz High School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
|---|---|
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |
|---|---|

## 2022-23 School Contact Information

| School Name | Santa Cruz High School |
|---|---|
| Street | 415 Walnut Ave |
| City, State, Zip | Santa Cruz, CA 95060-3633 |
| Phone Number | (831) 429-3960 |
| Principal | Michelle Poirier |
| Email Address | michellepoirier@sccs.net |
| School Website | http://schs.sccs.net/ |
| County-District-School (CDS) Code | 4469823447109 |

## 2022-23 District Contact Information

| District Name | Santa Cruz City Schools |
|---|---|
| Phone Number | (831) 429-3410 |
| Superintendent | Kris Munro |
| Email Address | superintendent@sccs.net |
| District Website Address | www.sccs.net |

## 2022-23 School Overview

Santa Cruz High School (SCHS), the oldest high school in Santa Cruz, is a comprehensive public school with a student population of approximately 1,100 in grades nine through twelve. It is noted for its very rich tradition of academic excellence and diverse student body. Students from various racial, cultural, and socioeconomic backgrounds and lifestyles join together to enrich their personal and academic experiences in an unusually compatible atmosphere.

Members of our graduating class of 2021 were accepted at over 50 four-year colleges and universities across the United States including the Anglo-American University, Arizona State University, Bard College, Berklee College of Art & Music (Boston), Boston University, Brown University, Bryn Mawr College, Chapman University, Claremont McKenna College, College of Siskiyous, Colorado Meza University, Colorado State University, Embry Riddle University, Florida College, Grimsby Institute, Lewis and Clark College, Loyola Marymount University, Maastricht University, Montana State University, Northeastern University, Oberlin College, Pace University, Reed College, Rensselaer Polytechnic University, Santa Clara University, Sarah Lawrence College, Smith College, Temple University, The New School (New York), University of Cincinnati, University of Hawaii, University of Las Vegas, University of Minnesota, University of Oregon, University of New Hampshire, University of Pennsylvania, University of Puget Sound, University of Redlands, University of Colorado at Boulder, Washington and Jefferson College, Washington State University, Western Washington University, Whitman College, and in-state universities including the University of California campuses of Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz and CSU-Cal Poly Humboldt, CSU-Cal Poly San Luis Obispo, Chico, Fresno, Los Angeles, Long Beach, Northridge, San Diego, San Francisco, San Jose, and Sonoma.

We proudly claim that seniors received scholarships and awards totaling close to $135,000 in 2020. We offer Advanced Placement (AP) and honors courses in content areas including Science, Mathematics, English Language Arts, French,

Spanish, Social Sciences, Computer Science, and Fine Arts. We also offer a variety of elective and Career Technical Education courses, including Ceramics, Dance Choreography, Drawing and Painting, Jewelry Design, Photography, Video Production, Woodworking, Instrumental and Vocal Music, Theater, Auto, and the Advancement Via Individual Determination (AVID) program, which supports students who aim to be first-generation college students. Student athletes compete in more than 10 sports. A variety of extracurricular clubs and programs enrich students' lives.

Santa Cruz HS, recognized as a California Distinguished School in 2011, has a proven record of improving student achievement and has a strong commitment to assisting students achieve their academic goals. By mapping a four-year academic plan at the beginning of their first year, students are encouraged to set high academic goals, and given the tools to adjust that plan to fit changing circumstances and goals.

In the class of 2022, 79% of students were eligible for admittance into University of California (UC), California State University (CSU), and private colleges. Ultimately, 46% of our graduates attended a University of California, Cal State University or out of state public university, and an estimated 41% attended community colleges.

Our 2022 average SAT scores were: 640 for Evidence-based Reading and Writing and 645 for Math.

Of the 385 AP exams taken in 2022, 68% scored above 3 (Qualifying), 45% scored 4 or 5, and 18% scored 5.

In the graduating class of 2022, comprised of 247 students, 9 students earned recognition as "Commended Students" in the National Merit Scholarship Program.

Focus for Improvement
An overarching goal at Santa Cruz High School is closing the achievement gap for historically underrepresented students, specifically Hispanic/Latino students, in all school-wide academic measurements. Additionally, we strive to increase the number of special needs students who successfully prepare for college and career opportunities. In alignment with our district's goal that "All SCCS students will be college-ready and will successfully access post secondary educational and career opportunities," SCHS offers a wide variety of classes in our academic program. We continue to expand our Career Technical Education program with Santa Cruz County schools and Cabrillo College.

Another objective is to increase the number of low-performing students who successfully meet state math standards and pass Integrated Math 1, especially English Learners and students in the Resource Specialist Program.

During the 2018-2019 school year, SCHS participated in a successful mid-cycle WASC review. In preparation for this review the SCHS community (students, parents, teachers, staff) reviewed and collaboratively revised the school's mission, vision and School-wide learner outcomes. The revised mission statement--to ensure high levels of learning for all students and adults, supports the revised vision statement--The vision of Santa Cruz High School is to nurture lifelong learners who demonstrate critical thinking, creativity, integrity, and personal responsibility as members of our school and community. We collaborate to ensure equity to achieve college and career readiness for all students. The revised student learner outcomes include:

Santa Cruz High School students will demonstrate:

Thought
- Posing questions to understand
- Analyzing and reaching conclusions
- Being actively engaged

Knowledge
- Making meaningful connections between their classes and the real world
- Applying knowledge to help solve a problem
- Connecting knowledge from a variety of content areas

Action
- Setting goals and developing plans to meet them
- Showing appropriate reactions to set-backs
- Taking responsibility for one's own learning
- Seeking help as needed

Direction
- Thinking critically about their futures
- Developing goals for short and long term
- Discovering interests and strengths

Leadership

In 2020, six-year Assistant Principal of Counseling Michelle Poirier succeeded Principal Brent Kline at SCHS. She has over 30 years of experience as an educator, starting her career at SCCS as a bilingual paraeducator at DeLaveaga Elementary School, moving on to teach high school mathematics at both Harbor and Santa Cruz High Schools, and moving on to site administration in 2014. Ms. Poirier is joined by Assistant Principals Rene Ohana and Casey Denning. Ms. Ohana, Assistant Principal of Counseling, taught high school English, AVID, and English Language Development (ELD) for 22 years before joining the Santa Cruz High School administrative team in 2020. Mr. Denning, Assistant Principal of Student Services, taught at Mission Hill Middle School for 6 years and was the middle school summer school principal in 2021 before joining the SCHS administrative team.

Teachers, students, parents, and administrators take part in decision making at this school. The principal meets monthly with our school's Santa Cruz Instructional Leadership team, comprised of representatives from each department. The SCIL leaders facilitate the content-specific Professional Learning Communities (PLC), which focus on identifying essential content standards, aligning assessments, and using student performance data to drive improvements in instruction. The Principal's Advisory Committee (PAC), comprised of three students from each grade level, meets monthly with the principal to provide student input into issues and needs at SCHS. The Associated Student Body president and the SCHS student member of the Santa Cruz City Schools (SCCS) school board attend the PAC meetings in an advisory capacity. The administrative team meets monthly and informally as needed with the certificated and classified union representatives to address issues of working conditions.

The School Site Council, which includes parents, students, faculty, classified staff and the principal, makes decisions about school policies, programs, and budget. Other decision-making organizations include sports boosters (the Cardinal Club) and band boosters, the English Learners Advisory Committee (ELAC), and the Associated Student Body (ASB). The Santa Cruz High School PTA has supported the school with fundraising efforts amounting to more than $100,000 in recent years. Through the generosity of the PTA, SCHS students and staff have benefitted from the installation of a new computer lab and other improvements throughout the school. Our PTA has been especially active in creating opportunities for students and staff to come together to spend time together, usually with some edible treats.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

| **A. Conditions of Learning** | **State Priority: Basic** |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): |
| | • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; <br> • Pupils have access to standards-aligned instructional materials; and <br> • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002<br><br>Shining Star - Pearson Adopted 2007 | Yes | 0% |
| Mathematics | Core Connections - Integrated Math I, II, III - CPM Adopted 2016 | Yes | 0% |

| Subject | | | |
|---|---|---|---|
| **Science** | Model Based Biology - MBER Biology Team UC Davis<br>Adopted 2019<br><br>Biology - Houghton Mifflin<br>Adopted 2007<br><br>Living by Chemistry - Bedford, Freeman, & Worth<br>Adopted 2020<br><br>Chemistry - Pearson Prentice Hall<br>Adopted 2007<br><br>Active Physics - Activate Learning<br>Adopted 2018<br><br>Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons /<br>People's Publishing<br>Adopted 2007<br><br>AP Environmental Science  - Wiley & Sons / People's<br>Publishing<br>Adopted 2011 | Yes | 0% |
| **History-Social Science** | IMPACT: CA Social Studies - World: History, Culture, &<br>Geography - The Modern World<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - United States History &<br>Geography - Continuity & Change<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - Principles of American<br>Democracy<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - Principles of Economics<br>McGraw Hill<br>Adopted 2020 | Yes | 0% |
| **Foreign Language** | Situaciones - D.C. Heath<br>Adopted 2009<br><br>Expresate 1 & 2 - Holt<br>Adopted 2011<br><br>Vista, AP Spanish - Higher Learning<br>Adopted 2014 | Yes | 0% |
| **Health** | | Yes | 0% |
| **Visual and Performing Arts** | | Yes | 0% |
| **Science Laboratory Equipment**<br>(grades 9-12) | | Yes | 0 |

## School Facility Conditions and Planned Improvements

Santa Cruz High School is the oldest comprehensive high school in the district. The facade of the school's main building reflects the era (1914) in which it was built. The campus incorporates various structures, including the gymnasium, pool, shops, music, science, home economics, and math buildings, and the cafeteria and library. The Trident Building, which holds the physics lab, and a ceramics studio, is our second-oldest structure. Students as far back as the Class of 1945 recall journalism classes in the Trident Building. Santa Cruz High's campus also includes multiple shop buildings, where auto, wood, bicycle technology, digital photography, and computer technology classes are held. SCHS continues to work with the District Facilities Department to identify needed maintenance and facility repairs. Plumbing in the main building has been replaced and the gym has been repainted, along with a variety of roofing projects. Upcoming improvements using bond money include renovation of science labs, window/door replacements, new stadium seating and lighting, along with modernizing the lighting and technological infrastructure campus-wide.

| **Year and month of the most recent FIT report** | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, fomerly known as ROP) are open to all students. Many SCHS students enroll in CTE classes that assist them in learning about a variety of subjects in the world of work. The classes offered at SCHS include, Computer Science, CTE Computer Graphics, CTE Auto Shop, CTE Video, CTE Bicycle Performance, CTE Desktop Publishing, CTE Web Design, CTE Photo, etc. Students are able to also enroll into many of the CTE classes offered throughout Santa Cruz County including Culinary Arts, Fire Technology, Medical Occupations and others.


District Advisory Committee Membership:

Julia Hodges, District Director Secondary C & I
Sheri Williams, CTE Counselor for all district high schools
Marco Lucadano, CTE Teacher, Graphic Design/Arts, Media and Entertainment
Chris Mark, Graphic Regime, Graphic Design/Arts, Media and Entertainment
Tom Bentley, CTE Teacher, Agriculture
Caleb Barron, Industry Member, Fogline Farms, Agriculture
Hal Rovick, CTE Teacher, Const. Tech./Building Trades & Construction
David Wright, Industry Member, Elements Manufacturing, Const. Tech./Building Trades & Construction
Amine Bouchti, Site Administrator, Computer Science/Information technology
Justin Swett, Industry Member, Looker, Computer Science/Information technology
Justin Smith, CTE Teacher, Bike Tech Intro & Adv./Transportation - Bike
Berri Michel, Industry Member, Bicycle Trip, Transportation - Bike
Donna Marie Stahl, CTE Teacher, Health Science and Medical Technology
Dr. Rachel Barker, Physician, PAMF, Health Science and Medical Technology
Laurie Hildebrand, CTE Teacher, Manufacturing and Product Development
Eduardo Toledo, Industry Member, Flex, Manufacturing and Product Development
Nehal Pfeiffer, CTE Teacher, Health Science and Medical Technology - Biotechnology
Michael Timper, Parent, Computer Science/Information technology
Jason Nee, Parent, Computer Science/Information technology & Bicycle Technology
Kyle Nee, Student, Computer Science/Information technology & Bicycle Technology
Eddie Cervantes, Cabrillo, Local Community College
Mallory Stevens, Cabrillo, Dual Enrollment, Local Community College
Gerlinde Brady, Cabrillo- CTE Dean, Local Community College
Peter  Detlefs, Santa Cruz Workforce Development Member, Local Labor & Workforce
Erika Cortes, COE - Out of school youth
Mary Gaukel, Community Expert (Advisory Chairperson)
Tom Crahan, Community Member

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 9 | 47% | 47% | 47% | 47% | 48% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

Santa Cruz High School parents can join our School Site Council (SSC), the Site Bond Committee, the English Learner Advisory Committee (ELAC), Parents of African American Heritage Students (PAAHS), the Cardinal Club (Athletic Boosters), SCHS Band Boosters, and the SCHS Parent Teacher Association (PTA). Parent organizations participate in campus beautification days and various other events, including fundraising and volunteering at the site. As a result of PTA fundraising efforts, the staff and students have benefitted from the installation of a new computer lab in the Santa Cruz HS Library, a new sound system for the gym, classroom and instructional supplies for teachers, and other technology equipment and support for student organizations such as Mock Trial and Leadership. In the fall of each year, our Counseling Department sponsors Academic Planning Workshops for ninth grade students and their parents to map out the students' academic pathways. The pathways are then used for reference as students schedule their classes for upcoming years. Parents attend Back-to-School Night in the fall and spring semesters, where they follow shortened schedules of their student's classes and hear from teachers about curricula and expectations for their student's academic success classes. In the spring, eighth grade parents are invited to visit department presentations of our academic and elective programs.

The contact person for parent involvement is Italia De Leon, the principal's secretary, who can be reached at (831) 429-3960, extension 50200.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

---

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

There are two campus supervisors who monitor school grounds before and after school and throughout the school day. A Santa Cruz Police Department School Resource Officer (SRO) visits the campus daily. Visitors to the campus must register in the main office. Santa Cruz High School is an open campus, and students are allowed to leave the site at lunch and at breaks. We hold regular fire drills and have earthquake, disaster and lock-down (Intruder on Site) drills at least twice a year. Our Safety Plan includes exit routes, evacuation sites, procedures for emergencies, and inventories of emergency supplies. The School Safety Plan is reviewed and revised annually and is reviewed by the district's Director of Student Services and updated and discussed with the faculty before being approved by School Site Council. Our staff has also participated in a review of our Emergency Planning and Procedures Handbook, including in-depth training on school evacuation procedures. This document was developed in order to provide staff with a quick reference guide on the several areas of school safety and emergency response in a variety of situations. The faculty also participates in monthly safety updates and a review of building safety procedures. In 2023, Santa Cruz High School became one of two pilot campuses in our district to implement an emergency messaging system called Catapult EMS. Catapult EMS allows any staff member to very quickly report a concerning incident to the Site Safety Team, which can react by classifying the incident and communicating to staff as to actions to be taken. Staff accounts for all students whereabouts in the opening moments of a safety incident.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6,869 | $1,372 | $8,241 | $81,776 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 3.1 | -0.6 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -20.7 | -16.2 |

## 2021-22 Types of Services Funded

The district's Directors of Learning and Achievement administer state and federal funding. The Santa Cruz High School Single Plan for Student Achievement is updated each year to ensure that instruction is focused on students' academic and social emotional needs as shown by current local and state assessment results.  The Santa Cruz High School Site Council a) develops and approves the plan and related expenditures in accordance with all state and federal laws and regulations, b) recommends the plan and expenditures to the governing board for approval, and c) provides ongoing review of the implementation of the plan with the principal, teachers, other school staff members, parents, and students. Our English Language Learners are supported through the Local Control Funding Formula (LCFF).  LCFF funding provides a .20 FTE Counselor, instructional materials for English Language Development, a full-time School Community Coordinator, staffing for after and before school Peer Tutoring, and other supports the academic needs of English Learners, foster children, and homeless students

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

During the 2021-2022 school year, the SCHS focus on providing equitable learning opportunities for all students continues to be a focus of our work. We continued to develop a measurement system for our revised Student Leaner Outcomes. Additionally, we will continue our focus of identifying essential skills, common assessments and grading practices. The work was facilitated during our site-based professional development, early-release days, which occur twice monthly. The primary focus for our work is student achievement, with special emphasis on strategies to increase student engagement. Teachers meet in Professional Learning Communities (PLCs) with the expected outcomes of developing common assessments, reviewing and analyzing the results, and developing instructional strategies for improving student achievement. Teachers are expected to peer observe at least twice during the school year, and will be provided with time in faculty meetings to debrief their observations.

With respect to equitable grading, Santa Cruz High School has two cohorts of teachers who are investigating and implementing standards-based learning in their classes. To that end, site administration presented a proposal to the SCCS school board to allow for standards-based gradebooks. This was approved, and action-based research is being implemented in our county with Santa Cruz High School at the forefront.

Our AVID team including on of the Assistant Principals, attended the AVID Summer Institute, where they participated in the professional development, accessing information from the AVID program, including new strategies for delivery of AVID elements.

Through attending job-alike professional development meetings twice a month, provided by the district Special Education Department, our Special Education teachers had the opportunity to share best practices and to participate in IEP Compliance Trainings. The trainings have been devised to train teachers how to align IEPs with compliance requirements as well as to revise and fix errors found in a state compliance audit.

District-led professional development opportunities have been offered and our teachers have participated in PD in the areas of Read 180, MTSS Implementation, New Generation Science Standards, Math Teacher Leaders, and for the Santa Cruz Instructional Leadership Leaders (SCIL).

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

## Professional Development

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 6 | 7 |

# Soquel High School
# 2021-2022 School Accountability Report Card
# (Published During the 2022-2023 School Year)

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

**SARC Overview**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
|---|---|
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| School Name | Soquel High School |
| Street | 401 Old San Jose Rd. |
| City, State, Zip | Soquel, CA 95073-2213 |
| Phone Number | (831) 429-3909 |
| Principal | Greg O'Meara |
| Email Address | gomeara@sccs.net |
| School Website | https://soquel.sccs.net/home |
| County-District-School (CDS) Code | 44698234437406 |

## 2022-23 District Contact Information

| | |
|---|---|
| District Name | Santa Cruz City Schools |
| Phone Number | (831) 429-3410 |
| Superintendent | Kris Munro |
| Email Address | superintendent@sccs.net |
| District Website Address | www.sccs.net |

## 2022-23 School Overview

Soquel High School is a comprehensive public high school located in Soquel, California that educates 1,010 students in grades 9-12. Opened in 1962, the 40 acre campus sits on a plateau that overlooks the Monterey Bay. Soquel High is committed to supporting all students to achieve intellectual and personal excellence, and graduate prepared for college, career, and society.

After a comprehensive self-study of curricular programs, Soquel received a maximum accreditation term of six (6) years by the Western Association of Schools and Colleges. A highly successful 3 year Mid-Term Visit was conducted in the Spring of 2021,

## 2022-23 School Overview

and the current accreditation term was certified. Soquel will host its next full self study accreditation visit in the Spring of 2024.

Soquel High School serves students throughout Santa Cruz County. Many students come from the county's urban centers Soquel, Capitola, Live Oak, Aptos, and Santa Cruz, while others come from the agricultural community of Watsonville. Santa Cruz County's population of 269,893 is 54% White/Non Hispanic, 40% Hispanic or Latino, 5% Asian, and 1% Black. Located 30 miles south of Silicon Valley, many Santa Cruz residents work in technology. Other important economic sectors are health care, agriculture, and tourism. 86.3% of Santa Cruz County residents over the age of 25 have a high school diploma, and 38.2% of Santa Cruz County residents over the age of 25 have a Bachelor's Degree or higher.

Soquel High's demographic data is similar to Santa Cruz County as a whole. In the 2020-2021 school year, 54% of students identified as white and 37% of students identified as Hispanic or Latino. 4% of our students are English Language Learners (ELL) and 19.5% are Re-designated Fluent English Proficient (RFEP). 29% of students are socioeconomically disadvantaged. 9% are part of our Special Education program. Last year, 97% of graduating seniors left Soquel High intending to attend either a four-year college or a community college.

Soquel High School is one of three comprehensive high schools in the Santa Cruz City School District, which serves over 6,000 K-12 students. The Santa Cruz City School District includes six elementary schools, two middle schools, three comprehensive high schools, a continuation school, an independent studies program, and a homeschool program. While some Soquel High Students come from Santa Cruz City School District middle and elementary schools, the majority of our students come from schools in the Soquel Elementary School District and Live Oak School District. Students at Soquel High live within driving distance of several colleges and universities. Santa Cruz County is the home to UC Santa Cruz and Cabrillo College. CSU Monterey Bay and San Jose State University are also close by.

Soquel High School Mission Statement:
Educate - Engage - Empower

Soquel High School Vision Statement:
Soquel High is a diverse, creative, and professional learning community that encourages and supports all Knights to achieve intellectual and personal excellence, and to be prepared for college, career, and society.

Soquel High School Values:
Kindness, Collaboration, Equity, Diversity, Integrity, Responsibility, and Safety

The Soquel Staff is committed to ongoing and intentional efforts to improve school climate and culture. A large part of this effort is a commitment to strengthening relationships, and focusing on community. Our comprehensive array of student support is conducted through the lens of Restorative Justice Practices, student equity and the continual strengthening of our community.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Literature & Langage Arts - Holt Adopted 2002<br><br>Shining Star - Pearson Adopted 2007<br><br>English Yes! - McGraw-Hill Adopted 2002 | Yes | 0% |

| | | | |
|---|---|---|---|
| **Mathematics** | Core Connections - Integrated 1<br>CPM Educational Program<br>Adopted 2016<br><br>Core Connections - Integrated 2<br>CPM Educational Program<br>Adopted 2016<br><br>Core Connections - Integrated 3<br>CPM Educational Program<br>Adopted 2016 | Yes | 0% |
| **Science** | Model Based Biology - MBER Biology Team UC Davis<br>Adopted 2019<br><br>Biology - McDougall Littell<br>Adopted 2007<br><br>Living by Chemistry - Bedford, Freeman, & Worth<br>Adopted 2020<br><br>Chemistry - Pearson Prentice Hall<br>Adopted 2007<br><br>Active Physics - Activate Learning<br>Adopted 2018<br><br>Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons /<br>People's Publishing<br>Adopted 2007 | Yes | 0% |
| **History-Social Science** | IMPACT: CA Social Studies - World: History, Culture, &<br>Geography - The Modern World<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - United States History &<br>Geography - Continuity & Change<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - Principles of American<br>Democracy<br>McGraw Hill<br>Adopted 2020<br><br>IMPACT: CA Social Studies - Principles of Economics<br>McGraw Hill<br>Adopted 2020 | Yes | 0% |
| **Foreign Language** | Situaciones - D.C. Heath<br>Adopted 2009<br><br>Expresate 1 & 2 - Holt<br>Adopted 2011<br><br>Vista, AP Spanish - Higher Learning<br>Adopted 2014 | Yes | 0% |

| | | |
|---|---|---|
| **Health** | | 0% |
| **Visual and Performing Arts** | | 0% |
| **Science Laboratory Equipment** (grades 9-12) | | 0 |

## School Facility Conditions and Planned Improvements

Soquel High, constructed in 1962, sits on a 49 acre lot and has three main classroom buildings, each with a courtyard in the center. In addition to the three main classroom buildings, the site has a multipurpose room used as a cafeteria and performance space, several shop buildings for CTE pathway classes (wood, auto, metal), a sustainable agriculture demonstration farm with a variety of plants and animals, and an athletic gymnasium with practice space. A new pool was completed in 2018-2019 using bond revenue. Future projects using bond money include modernization of all classrooms, removing portable classrooms, expanding and renovating the library, and replacing doors/windows/plumbing, and major infrastructure.

| **Year and month of the most recent FIT report** | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## 2021-22 Career Technical Education Programs

Soquel High offers students preparation for the world of work via Career Technical Education (CTE) courses and a career-focused academy. These courses and programs prepare students in career pathways in the areas of "Sustainable Agriculture and Natural Resources", "Public Safety", "Digital Media", "Construction, Manufacturing and Engineering", "Welding Technology", and "Horticulture/Floral Design". In addition to learning hands-on skills, students are required to complete a resume, cover letter and portfolio of their class work. These assignments are supported by our part time CTE school counselor. The CTE Counselor also assists in community outreach and the fostering of local business relationships corresponding to our CTE Career paths.

In addition, our elective teachers integrate preparation for college and careers into our painting, ceramics, drama, vocal music, and instrumental music classes. Academic teachers integrate college and career preparation into their classes, while coaches and physical education teachers assist students in exploring careers in sports and fitness. Additionally, our Counseling Department offers career interest inventories and assessments that are based on current data on local and national career trends. All CTE courses and programs are overseen and supported by our school district's Director of Secondary Curriculum.


District Advisory Committee Membership:

Julia Hodges, District Director Secondary C & I
Sheri Williams, CTE Counselor for all district high schools
Marco Lucadano, CTE Teacher, Graphic Design/Arts, Media and Entertainment
Chris Mark, Graphic Regime, Graphic Design/Arts, Media and Entertainment
Tom Bentley, CTE Teacher, Agriculture
Caleb Barron, Industry Member, Fogline Farms, Agriculture
Hal Rovick, CTE Teacher, Const. Tech./Building Trades & Construction
David Wright, Industry Member, Elements Manufacturing, Const. Tech./Building Trades & Construction
Amine Bouchti, Site Administrator, Computer Science/Information technology
Justin Swett, Industry Member, Looker, Computer Science/Information technology
Justin Smith, CTE Teacher, Bike Tech Intro & Adv./Transportation - Bike
Berri Michel, Industry Member, Bicycle Trip, Transportation - Bike
Donna Marie Stahl, CTE Teacher, Health Science and Medical Technology
Dr. Rachel Barker, Physician, PAMF, Health Science and Medical Technology
Laurie Hildebrand, CTE Teacher, Manufacturing and Product Development
Eduardo Toledo, Industry Member, Flex,Manufacturing and Product Development
Nehal Pfeiffer, CTE Teacher, Health Science and Medical Technology - Biotechnology
Michael Timper, Parent, Computer Science/Information technology
Jason Nee, Parent, Computer Science/Information technology & Bicycle Technology
Kyle Nee, Student, Computer Science/Information technology & Bicycle Technology
Eddie Cervantes, Cabrillo, Local Community College
Mallory Stevens, Cabrillo, Dual Enrollment, Local Community College
Gerlinde Brady, Cabrillo- CTE Dean, Local Community College
Peter  Detlefs, Santa Cruz Workforce Development Member, Local Labor & Workforce
Erika Cortes, COE - Out of school youth
Mary Gaukel, Community Expert (Advisory Chairperson)
Tom Crahan, Community Member

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

| B. Pupil Outcomes | State Priority: Other Pupil Outcomes |
|---|---|
| | The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education. |

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 9 | 93% | 82% | 61% | 91% | 83% |

| C. Engagement | State Priority: Parental Involvement |
|---|---|
| | The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site. |

## 2022-23 Opportunities for Parental Involvement

Parent/Family Involvement:

Soquel High School is served by various parent and community organizations. The Soquel High Fund is a 501c3 foundation established to support our academic, arts, and athletic programs. In addition to fundraising, the Soquel High Fund supports our alumni network. Other parent forums for participation include the Soquel Music Foundation, The Soquel High School Bond Oversight Committee, The Soquel High School Performing Arts Building Oversight Committee, and The Soquel High School Site Council. Specifically, the School Site Council is responsible for annual input, adoption, and implementation of both the Single Plan for Student Achievement, as well as the Comprehensive School Safety Plan.

Another important parent forum is the English Learners Advisory Committee (ELAC). These meetings are typically held monthly, and are attended by parents of students with Limited English Proficiency (LEP). Parent leaders are chosen in an annual officer election. ELAC officers plan meeting topics such as SHS course offerings, test preparation, college applications and financial aid, using Illuminate to monitor student progress, and more. Every year, AP Spanish 4 students present to the ELAC committee about the needs to Hispanic or Latino and LEP students at Soquel High. ELAC parents also serve the school by providing dinner at Back to School Night and hosting an annual holiday celebration and awards for students who reclassify from LEP to Fluent English Proficient.

## 2022-23 Opportunities for Parental Involvement

Parent leaders can also partner with school staff leaders and participate on the District Budget Advisory Committee, and a variety of other forums that arise to meet the needs of our students. Parents who are not involved in formal organizations have a variety of other opportunities to connect with Soquel High School. Families assist with sports, clubs, and extracurricular activities. Additionally, parents are apprised of school events on Soquel High School's website, electronic roadside marquee, online calendar, and weekly parent newsletter entitled "Knight Notes". Families are encouraged to meet their student's teachers, counselors, and administrators at the annual Back to School Night. Additionally, our Counseling Program includes multiple counselor and administrator visits to our two feeder middle schools.

Additionally, there are various ways for families to utilize technology resources to monitor their student's academic achievement. Parents and students can use the Student Information System (Infinite Campus) to monitor grades and attendance. All teachers use Google Classroom to communicate with students and their families. The school website also lists teacher's websites, email, and school phone numbers so families can easily communicate with faculty. Parents can offer additional feedback to our school via electronic surveys.

Multiple bi-lingual paraprofessionals have been hired to assist specifically with parent outreach. These paraprofessionals work with our full time bi-lingual Community Coordinator in coordinated efforts to increase connection of school to home for our Latino community.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group.  For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| 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 | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

| | |
|---|---|
| **C. Engagement** | **State Priority: School Climate**<br><br>The SARC provides the following information relevant to the State priority: School Climate (Priority 6):<br><br>• Pupil suspension rates;<br>• Pupil expulsion rates; and<br>• Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

The Comprehensive Safety Plan (CSP) for 2022-2023 was reviewed by our School Site Council on January 1,8 2023.  The safety plan will also be reviewed and updated during our School Site Council meeting on February 15, 2023

Basic overview of the CSP is reviewed with the staff at the beginning of the school year and teachers can access an electronic copy of this complete plan in one of two locations. One is through their own Google Sites page where all information, such as the faculty handbook, CSP, and emergency related materials are stored and updated as necessary. Additionally, the Santa Cruz City Schools Webpage can provide each teacher the ability to compare all CSP's from each site within the District. Main conclusions for the CSP are taken from attendance, recent WASC three year review, California Healthy Kids Survey, and the Social Emotional Health Survey.  Soquewl High School enjoys a very collaborative relationship with the Santa Cruz County Sherrif's Department, and our School Resource Officer is a proactive, involved presence on our campus.

Our primary goal is to provide students and staff with a safe and supportive school environment. Additionally, we strive to develop, build, and maintain caring relationships with faculty, staff, families, and students.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,005 | $1,366 | $7,639 | $83,791 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | -4.5 | 1.8 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -20.2 | -23.7 |

## 2021-22 Types of Services Funded

Expenditures of state and federal funds are defined by the Single Plan for Student Achievement, approved each year by our School Site Council. These funds pay partial salaries of our School Community Coordinator, a Pupil Personnel Services (PPS) credentialed school counselor and also provide funding for teachers to support struggling and under-served students during after school teaching/tutoring sessions. A full time Response to Intervention (RTI) Coordinator is also supported through specific Local Control Funding Formula.
Outlined in the 2021-2022  Single School Plan for Student Achievement are numerous opportunities to support staff in areas of professional development directly related with school goals identified through our accreditation process. These opportunities include specific funds allocated for teacher collaboration time during the school day.  Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers.

Additionally, funds from a multitude of sources are directed appropriately to bolster tutoring in both the individual and group settings. The Learning Center: Homework Club is a hub of learning that is staffed with Certificated, Classified, along with student Peer Tutors. Each group's wages supported through designated LCFF/LLMF revenues.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|
| | |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

Outlined in the 2022-23 Professional Development Plan are numerous opportunities to support staff in areas of professional development directly related with district and school goals. These opportunities are numerous, including the allocation of specific funds for teacher collaboration time during the school day. Departmental teams utilize this time to develop and enhance curriculum, and to develop effective assessments that are aligned with chosen learning outcomes. Attendance at local and state conferences, seminars, and symposiums remain a viable option for professional development, and are typically attended by teams of teachers. The 2022-2023 school year launched with a full district (K-12) Professional Development day on August 1, 2022 allowing Santa Cruz Instructional Leadership (SCIL) team to collaborate around a collective focus for the school year. Each school site committed to various areas of instructional emphasis. Soquel High School SCIL team proposed the following areas of instructional emphasis: 1. Integrated ELD Strategies/Instruction 2.Teacher Clarity in communicating learning intentions/outcomes, and 3., a commitment to the principles of effective Professional Learning Communities (PLC's). Subsequent school based faculty, SCIL meetings and additional Professional Development day on October 10, 2022 confirmed these commitments and have been the crux of our instructional practices in 2022-2023

The January 9, 2023 Professional Development Day was collaboratively planned by our SCIL Leaders along with site administration and include the following topics presented by site and district staff:

1. Integrated ELD strategies: A multi-tiered approach to providing our staff with intermediate to advanced strategies for Integrated ELD implementation.

2. Technology to Improve Student Achievment

3. Standards Based Grading

4. Stie/District Collaboration to directly support goals and vision of both SCCS and individual school sites.

Additionally, teacher leaders facilitate ongoing weekly professional learning during department Professional Learning Communities (PLC). PLC work includes: Revising and developing pacing guides, identifying priority standards, creating and implementing common assessments to inform instruction and using data cycles (cycles of inquiry) to examine instructional strategies in order to improve outcomes for all students.

The Soquel High School Staff has adopted ten (10) School-wide Expectations (Tier I) : 1. Updating Illuminate (our student information system) every two weeks; 2. Enter 'M' for Missing in Infinite Campus for all missing assignments, tests, and quizzes; 3. Posting daily class agendas; 4. Posting daily Learning and Language Goals; 5. Utilization of "Bell to Bell" Instruction; 6. Peer Assessments; two observations per year. 7. Supporting struggling students by making contact with parents/guardians for all 'F' grades; 8. Restroom Protocol - only one student out at a time; 9. Caring Relationships - Team-building/Ice-breaker activities at beginning of school year; Attending IEPs, SST's, and 504 meetings, Speaking with student AND notifying counselor if notice that a student is withdrawn or there is a change in behavior. 10. Attendance and full participation in weekly Professional Learning Communities to Identify what students should be able to do

Teachers leaders (SCIL) are supported via monthly teacher leader/administrative meetings where teachers are provided trainings and can receive support from colleagues and administration. Teachers are always encouraged to attend conferences and trainings; funding is paid for by our school site budgets and for the past two years, from our College Readiness Block Grant.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |

# Westlake Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

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

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ |
| | For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ |
| | For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Westlake Elementary School |
| **Street** | 1000 High St. |
| **City, State, Zip** | Santa Cruz, CA 95060-2596 |
| **Phone Number** | (831) 429-3878 |
| **Principal** | Katharine Norton |
| **Email Address** | knorton@sccs.net |
| **School Website** | https://westlake.sccs.net/ |
| **County-District-School (CDS) Code** | 44698156049928 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Cruz City Schools |
| **Phone Number** | (831) 429-3410 |
| **Superintendent** | Kris Munro |
| **Email Address** | superintendent@sccs.net |
| **District Website Address** | www.sccs.net |

## 2022-23 School Overview

Welcome to Westlake Elementary School, home of the Wildcats. Westlake is dedicated to educating the whole child through a comprehensive visual and performing arts program, including visual arts, music, dance, and theater for students in kindergarten through fifth grade.  Programs are made possible by local parcel taxes and PTA donations. Westlake Elementary School is known throughout the Santa Cruz area for its ongoing commitment to excellence. This rich tradition and reputation is possible due to the hard work of a dedicated and talented staff, the full participation of parents, and community involvement.

Westlake Elementary School is located on the northwest side of Santa Cruz, California, near the campus of the University of California at Santa Cruz (UCSC).  In the academic year 2022-23, approximately 475 students were registered for transitional kindergarten through fifth grades.

In order to improve our student achievement, we have provided staff with assessment information of their current students. The most informative achievement data for classroom teachers are the local literacy and math assessments that are administered three times a year. With this information, teachers are able to identify areas for improvement and set targets for academic achievement. Teachers work together in grade level teams and as a whole staff on continuous school improvement.

A positive school climate is a constant focus for Westlake. The Positive Behavior Instruction Systems (PBIS) program includes the four Wildcat Ways school expectations: Be Safe, Be Respectful, Be Responsible, and Do Your Personal Best. There are also specific procedures, routines and rules for all areas of the school. Positive behavior is reinforced through Cool Cat tickets. They can be redeemed for items from the student store and popcorn on Fridays. The social emotional learning curriculum Second Step is taught TK-5 and the units of study are: skills for learning, problem solving, emotion management and empathy. Together these programs help create a safe, orderly and positive learning environment.

Westlake is dedicated to providing an enriched learning experience. Students participate in the science fair, county spelling bee, and county math league.  Other enrichment activities include Math Monday games, skate dogs, math club, sports, young scientist program, and lunchtime chess.

# About this School

| 2021-22 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |

| 2021-22 Student Enrollment by Student Group | |
|---|---|
| **Student Group** | **Percent of Total Enrollment** |

| **A. Conditions of Learning** | **State Priority: Basic** |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): |
| | • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; |
| | • Pupils have access to standards-aligned instructional materials; and |
| | • School facilities are maintained in good repair |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Year and month in which the data were collected | December 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Benchmark Workshop - Benchmark Education Company Adopted 2019 | Yes | 0% |
| Mathematics | Eureka - Great Minds Adopted 2016 | Yes | 0% |
| Science | FOSS - Delta Education | Yes | 0% |

| | Adopted 2017 | | |
|---|---|---|---|
| **History-Social Science** | History & Social Science - Pearson<br>Adopted 2006 | Yes | 0% |
| **Foreign Language** | | | |
| **Health** | | | |
| **Visual and Performing Arts** | | | |
| **Science Laboratory Equipment** (grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

Westlake opened in 1960, sits on a 10 acre lot in Santa Cruz's upper west side neighborhood and shares a property line with the University of California at Santa Cruz. Westlake's day and night custodians keep the facilities clean. Each classroom is vacuumed every other day and restrooms are cleaned daily. Landscaping and grounds staff maintain the fields and landscaping.  A facilities bond was passed by the local community in 2016.  The bond supports modernizations and improvements.  Some of the recent projects include a new roof, school painting, digital marquee, restroom repairs, sewer line repairs, a perimeter fence, and upgraded electrical service. A new classroom wing and modernization of the existing classrooms are in the planning stages.

| Year and month of the most recent FIT report | November 2022 |
|---|---|

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
| --- | --- |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| 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 | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **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** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 99% | 99% | 99% | 99% | 99% |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Westlake. Parents are encouraged to volunteer in their child's classroom and at PTA events. There are numerous events throughout the school year that are run by parent volunteers with the support of the Westlake PTA. There are also a few school committees that parents can participate on including Site Council, Arts Committee, and the PTA Executive Board. Parents are also encouraged to bring their creative ideas to the Principal and PTA.  All parents are also encouraged to get and stay involved in their child's education.  Parents can contact the school office for more information on ways to get involved.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| 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 | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | | | |
| Expulsions | | | |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| 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 | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

## 2022-23 School Safety Plan

Westlake provides a safe, supportive, and caring school environment.  The School Safety Plan is revised annually at the beginning of the school year and monitored by the School Site Council. Staff participate in monthly safety meetings and online training. We hold fire, earthquake, and lockdown drills regularly. Each room is equipped with a disaster and first aid kit. Yard duty and teachers supervise school grounds before and after school, during recess, and at lunch periods. We send a copy of school rules home in the student folders at the beginning of the school year, review them twice a school year at expectation rotations, and reinforce them regularly in the classroom. We use programs that develop students' sense of safety in class and on the playground, including Positive Behavior Instruction Systems (PBIS) and social emotional learning curriculum Second Step  for social skills and academic success. Visitors to Westlake are required to sign in at the office and receive an identification badge.

| D. Other SARC Information | Information Required in the SARC |
|---|---|
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $10,730 | $2,454 | $8,276 | $90,573 |
| District | N/A | N/A | $7,989 | $82,291 |
| Percent Difference - School Site and District | N/A | N/A | 3.5 | 9.6 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -13.9 | -19.0 |

## 2021-22 Types of Services Funded

In the 2021-22 school year, supplemental funds were provided to the school through the Local Control Accountability Plan via Local Control Funding Formula. Funds were used to: hire paraprofessionals to work with English learners, in the reading intervention program, provide classroom supplies, and substitutes for professional development.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

The ongoing focus of professional development are the Common Core Standards and Professional Learning Communities implementation. Specific focus area is implementation of the English Language Arts Adoption. An ongoing focus is Integrated ELD and the use of accountable talk strategies during instruction. There are two professional development days held districtwide each school year. There are monthly follow up sessions facilitated by leadership team members to identify best practices of instruction and to provide professional learning community meeting time. Progress monitoring of students in Math is used to evaluate the instructional program and identify areas for improvement.

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

## Professional Development

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4-6 | 4-6 | 4-6 |

# SANTA CRUZ CITY SCHOOL DISTRICT

**AGENDA ITEM:**            New Business: Board Policies for First and/or Final Reading

**MEETING DATE:**            January 18, 2023

**FROM:**            Kris Munro, Superintendent

## RECOMMENDATION:
Approve the revised/deleted/new policies as submitted for first and/or final reading and adoption.

## BACKGROUND:
Policies are submitted through the GAMUT online board policy book updating process, which uses CSBA recommendations for review and change approximately six times per year in participating districts.  These recommendations reflect recent changes in education code and/or case law.  The policies have been reviewed by staff to ensure that any required customization for Santa Cruz City Schools has been included.  The Policy Guidesheet provides a basic overview of the policy changes.

This work is in direct support of the following district goals and its corresponding metrics:

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gap the currently exists between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #5: SCCS will maintain a balanced budget and efficient and effective management.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

**AGENDA ITEM: 6.2**

> Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 3515.3 – District Police/Security Department**

Policy updated to clarify that a job description delineating the duties of district police or security officers is required to be approved by the Governing Board and reflect **NEW LAW (SB 906, 2022)** which requires district police and security officers, when notified by a school official of a threat or perceived threat that a student is preparing to commit a homicidal act related to school or school activity, to immediately conduct an investigation and assessment of the threat or perceived threat. Policy also updated to add characteristics for which discrimination by district police or security officers is prohibited, and expand the list of tactics district police or security officers are required to use to minimize the use of force.

**Board Policy 4118 – Dismissal/Suspension/Disciplinary Action**

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights. Policy also updated to include language formerly in AR that prohibits the disciplining of any employee for protecting a student who is exercising a free speech or press right.

**Board Policy 4119.1/4219.1/4319.2 – Civil and Legal Rights**

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights. Policy also updated to include types of retaliation prohibited when an employee is acting solely to protect a student engaged in conduct authorized by Education Code 48907 (freedom of speech and press) or 48950 (speech and other communication), and clarify that an employee is prohibited from using official authority status or influence to attempt to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity.

**Board Policy 4140/4240/4340 – Bargaining Units**

Policy updated to reflect **NEW LAW (SB 270, 2021)** which allows a district 20 days to cure a violation of the district's employee information disclosure obligation when the district is notified by an employee organization, and limits district opportunity to cure a violation that involves the provision of an inaccurate or incomplete list to three times in any 12-month period. Policy also updated to reflect **NEW LAW (SB 191, 2022)** which provides additional obligations for a district when an "inperson orientation" cannot be held by the district. Additionally, policy updated to include heading change from "Access to Employee Orientations" to "Access to New Employee Orientations, and to clarify language in this section and in "Formation of Bargaining Unit" section.

### Board Policy 4216 – Probationary/Permanent Status

Policy updated to reflect **NEW LAW (AB 486, 2021)** which requires full-time district police officers, and public safety dispatchers as specified, to serve in a probationary status for not less than one year from the date of appointment to the full-time position in order to receive permanent classified service status, and **NEW LAW (SB 874, 2022)** which extends to districts that have adopted the merit system the requirement that a permanent employee who accepts a promotion and fails to complete the probationary period for that promotional position be employed in the classification from which the employee was promoted.

### Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games, violated the employee's free exercise and free speech rights. Policy also updated to include language formerly in AR that prohibits the disciplining of any employee for protecting a student who is exercising a free speech or press right, and to clarify language within the "Procedures for Serious Disciplinary Proceedings" section.

**NEW**     ### Board Policy 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)

Policy updated to reflect **NEW COURT DECISION** (Kennedy v. Bremerton School District), in which the U.S. Supreme Court held that the district's decision not to rehire a high school coach who refused to follow district direction to refrain from offering prayers openly in the presence of students after football games violated the employee's free exercise and free speech rights. Policy also updated to reflect Education Code 48907 and 48950 that prohibit districts from disciplining any employee acting to protect a student who is exercising their free speech or press right.

### Board Policy 6164.2 – Guidance/Counseling Services

Policy updated to expand the Governing Board's philosophical statement to include student well-being, and reflect **NEW LAW (AB 2508, 2022)** which (1) urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent counseling program within a Multi-Tiered Systems of Support framework, (2) revises the definition of "educational counseling," (3) amends the legislative intent of the responsibilities of school counselors, (4) requires educational counseling to include specified postsecondary services, and (5) revises the components that educational counseling is required and authorized to include. Policy also updated to reflect **NEW LAW (AB 643, 2021)** which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs and for districts that do hold such events to notify apprenticeship programs in their county, as specified. Additionally, policy updated to move material regarding early identification and intervention plans for students who may be at risk for violence.

**Board Policy 6200 – Adult Education**

Policy updated to reflect **NEW LAW (AB 486, 2021)** which repeals the authorization for districts in sparsely populated areas to participate in the adult education program administered by the county office of education. Policy also updated to (1) expand the Board's philosophical statement, (2) move material regarding the district's participation in a consortium to be with newly added material of similar content, (3) include that the Board may authorize an adult education student pursuing a high school diploma or a high school equivalency certificate, upon recommendation of the student's adult school or noncredit program of attendance, to attend a community college during any session or term as a special part-time student, and (4) provide that a district may, with the approval of the County Superintendent of Schools and the Superintendent of Public Instruction, contract with another district to provide adult education instruction if the district has an adult school or classes but is unable to maintain that school or class(es) because of an inability to secure a teacher(s) or because of a lack of facilities.

**Board Policy 7110 – Facilities Master Plan**

Policy updated to recognize the importance of teacher housing needs, and reflect **NEW LAW (AB 306, 2021)** which adds the definition of "residential housing" as it applies to district facilities, excludes from the definition of "school building" any building used or intended to be used by a district as "residential housing," and specifies that the Department of General Services is not required to approve residential housing for earthquake safety and access by persons with disabilities.

**Board Policy 7150 – Site Selection and Development**

Policy updated to add material regarding the Governing Board's obligations when evaluating property prior to acquiring a new school or an addition to an existing school site, and reflect **NEW LAW (AB 819, 2021)** which requires the district to post specified environmental review documents.

**Board Bylaw 9100 – Organization**

Bylaw updated to reflect **NEW LAW (AB 486, 2021)** which changes the date requirements for districts to hold their annual organizational meeting.

**Bylaw 9100: Organization**                                    **Status:** DRAFT

**Original Adopted Date:** 02/23/2011 | **Last Revised Date:** Pending

The Santa Cruz City Schools consist of the Santa Cruz City Elementary School District and the Santa Cruz City High School District. Each district has a separate budget and taxing authority and is a separate legal school district for the general purposes of the Education Code. The minutes of meetings are kept in one Official Minutes Book.

Government of Both Districts by the Santa Cruz City Schools Board of Education

Under the Santa Cruz City Charter provision #1603, both the high school and the elementary districts shall be governed by a single Board of Education, called the Santa Cruz City Schools Board of Education.

Membership of Board

The Board shall consist of seven members, each is elected from the seven district trustee areas.

Student Board Members

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the education program. In order to provide student input and involvement, the Board shall include at least one Student Board Member selected in accordance with procedures approved by the Board and detailed in California Education Code section 35012. The Student Board Member(s) shall be make recommendations on matters before the Board and will be asked before each Board vote for his/her recommendation on all matters except those discussed in closed session. The term of the Student Board Member(s) shall be one year commencing on July 1 of each year. The Student Board Member(s) shall have the right to attend all Board meetings, committee meetings, and workshops except closed sessions. The Student Board Member(s) shall also be eligible for training provided by state and regional organizations at the expense of the District. The Student Board Member(s) shall be seated with the regular Board members and may participate in questions and discussions pertaining to issues and shall receive all materials given to Board Members, with the exception of matters for closed sessions. In addition to support from the administration, the Student Board Member(s) may have a mentor assigned to him/her. The student representative's mentor shall be a current SCCS Board Trustee.

Term of Office

The Board shall consist of seven members whose terms shall be staggered so that as nearly as practicable one half of the members shall be elected every two years. The term of office for members elected in regular elections or appointed in lieu of an election (i.e., running for position unopposed) shall be four years commencing on the first Friday in December next succeeding their election. A Board member's term expires four years after his/her initial election on the first Friday in December following the election of new members. A member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office.

Annual Organizational Meeting

Each year, the Governing Board shall hold an annual organizational meeting. In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within 15 days following the second Friday in December after the regular election. During all other years, the meeting may be held on any date in December, but no later than December 20th.  (Education Code 35143)

During any year in which a regular election is conducted, the Board, at the regular meeting held immediately prior to the second Friday in December, shall select the day and time of the organizational meeting. For any other year, the day and time of the organizational meeting shall be selected at the last regular meeting held immediately before the annual meeting. On behalf of the Board, the Superintendent shall notify the County Superintendent of Schools of the day and time selected.  Within 15 days prior to the date of the annual meeting, the Superintendent shall notify in writing all Board members and members-elect of the date and time selected for the meeting.  (Education Code 35143)

At this meeting the Board shall:

1.  Hold a discussion to identify members potentially interested in serving as officers, prior to taking nominations.
2.  Elect a president and vice president from its members
3.  Appoint the Superintendent as secretary to the Board
4.  Authorize signatures
5.  Annual Governance Meetings

At biannual governance meetings the Board shall:

1.  Approve a schedule of regular meetings for the year and a Board governance calendar stating the time when the Board will address important governance matters

2.  Designate Board representatives to serve on committees or commissions of the district, other public agencies, or organizations with which the district partners or collaborates

3.  Review and/or consider resources that define and clarify the Board's governance and leadership roles and responsibilities including, but not limited to, governance standards, meeting protocols, Board rules and bylaws, and other Board development materials.

**Election of Officers**

The Board shall each year elect its entire slate of officers.

No Board member shall serve more than one consecutive year(s) in the same office.

The election of Board officers shall be conducted during an open session of the annual organizational meeting.

**Policy Reference Disclaimer:**
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| Ed. Code 35143 | Annual organizational meetings;  date and notice |
| Ed. Code 35145 | Public meetings |
| Ed. Code 5017 | Term of office |
| Gov. Code 54953 | Meetings to be open and public; attendance |

| Management Resources | Description |
|---|---|
| Attorney General Opinion | 59 Ops.Cal.Atty.Gen. 619 (1976) |
| Attorney General Opinion | 68 Ops.Cal.Atty.Gen. 65 (1985) |
| Website | CSBA District and County Office of Education Legal Services |

## Cross References

| Code | Description |
|---|---|
| 9000 | Role Of The Board |
| 9005 | Governance Standards |
| 9121 | President |
| 9140 | Board Representatives |
| 9223 | Filling Vacancies |
| 9224 | Oath Or Affirmation |
| 9230 | Orientation |
| 9240 | Board Training |
| 9320 | Meetings And Notices |
| 9323 | Meeting Conduct |

**Policy 4118: Dismissal/Suspension/Disciplinary Action**                    **Status:** DRAFT

**Original Adopted Date:** 05/11/2011 | **Last Revised Date:** 09/16/2015

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

**Suspension/Dismissal Procedures**

The Superintendent shall notify the Board whenever there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of the Board's intention to suspend or dismiss the employee at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct the faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed and may be served personally or by registered mail to the employee's last known address.  (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter.  (Education Code 44941, 44941.1, 44943, 44944)

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from assigned duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing.  (Education Code 44939, 44939.1, 44940)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944.  (Education Code 44944)

**Policy 4119.1: Civil And Legal Rights**                                              **Status:** DRAFT

**Original Adopted Date:** 10/10/2012

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the performance of the employee's duties.

District employees may engage in private, personal activities, including the exercise of their religious, political, cultural, social or other beliefs or activities, during personal time including when employees are not on duty or engaged in the supervision or instruction of students.

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law.  In addition, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search district property under an employee's control.

**Whistleblower Protection**

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, the County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency.  When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, the employee has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.  (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General.  (Labor Code 1102.7, 1102.8)

No employee shall use or attempt to use official authority status or influence to intimidate, threaten, coerce, or command, or attempt to intimidate, threaten, coerce, or command, another employee for the purpose of interfering with that employee's right to disclose improper governmental activity.  (Education Code 44113)

An employee who has disclosed improper governmental activity and believes that acts or attempted acts of reprisal have subsequently occurred shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against the employee, in accordance with Education Code 44114.

**Protection Against Liability**

No employee shall be liable for harm caused by the employee's act or omission when acting within the scope of employment or district responsibilities, the employee's act or omission is in conformity with federal, state, and local laws, district policy, or administrative regulation, and the employee's act or omission is in furtherance of an effort to

control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school.  (20 USC 7946)

The protection against liability shall not apply when:  (20 USC 7946)

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed.

2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.

3. The employee was not properly licensed, if required, by state law for such activities.

4. The employee was found by a court to have violated a federal or state civil rights law.

5. The employee was under the influence of alcohol or any drug at the time of the misconduct.

6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.

7. The misconduct involved a sexual offense for which the employee has been convicted in a court.

8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.

The Governing Board recognizes the right of district employees to form a bargaining unit and to select an employee organization as the exclusive representative to represent the employees in the employees' employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it.  (Government Code 3543.5)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

**Formation of Bargaining Units**

Certificated and classified employees shall not be included in the same bargaining unit.  (Government Code 3545)

A bargaining unit of supervisory employees may be recognized if the bargaining unit includes all supervisory employees and is not represented by an employee organization that represents district employees who are supervised by the supervisory employees.  (Government Code 3545)

For this purpose, supervisory employee means any employee, regardless of job description, having authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to, direct, or adjust grievance of other employees, or effectively recommend that action, when the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment.  (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. In the employment relationship with the district, such employees may represent themselves or be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. An employee organization representing management or confidential employees shall not be permitted to meet and negotiate with the district on behalf of the employees.  (Government Code 3543.4)

*Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.  (Government Code 3540.1)

*Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.  (Government Code 3540.1)

**Membership**

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization.  (Government Code 3543.5, 3550)

The Superintendent or designee may communicate with district employees regarding their rights under the law.  Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication, provided that at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

**Access to New Employee Orientations**

The district shall permit employee organizations access to new employee orientation or onboarding process where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation, except that a shorter notice may be provided if an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice.  (Government Code 3555.5, 3556)

Following a request to negotiate by either party, the structure, time, and manner of access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative. If the district and exclusive representative fail to reach an agreement, matters related to access to the new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of a new employee orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Until June 30, 2025, in addition to above provisions regarding new employee orientations, the district shall ensure the following:  (Government Code 3556)

1.  When an inperson new employee orientation has not been conducted within 30 days of hiring any new employee who is working in person, the Superintendent or designee shall permit the exclusive representative to schedule an inperson meeting which newly hired employees shall have an opportunity to attend, at the employee's worksite and during employment hours.  Each newly hired employee within the bargaining unit shall be provided at least 30 minutes of paid time to attend the meeting.

    Upon the request of an exclusive representative scheduling such an inperson meeting, the Superintendent or designee shall provide an appropriate on-site meeting space within seven days of receiving the exclusive representative's request.

2.  When, by reason of a state or local public health order limiting the size of gatherings, the district is prohibited from organizing a new employee orientation, an exclusive representative may schedule multiple meetings to ensure that newly hired employees have an opportunity to attend without exceeding the maximum allowable number of people.

**Access to Employee Contact Information**

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire, unless the exclusive representative has agreed to a different interval for the provision of the information. In addition, the Superintendent or designee shall provide the exclusive representative the same information in regard to all employees in the bargaining unit at least every 120 days, unless more frequent

or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or of any employee who provides a written request that the information not be disclosed to the exclusive representative. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

Within 20 calendar days after an exclusive representative notifies the Superintendent or designee that a list of employees provided by the district is inaccurate or incomplete, the Superintendent or designee shall take steps to correct the list and provide a new list of employees to the exclusive representative. (Government Code 3558)

At least, at the beginning of each school year, the Superintendent or designee shall review the list of district employees to ensure that the list is complete and contains accurate information.

**Communications with Employees**

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

**Membership Dues or Other Payments to an Employee Organization**

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

**Policy 4216: Probationary/Permanent Status**

**Status:** DRAFT

**Original Adopted Date:** 12/18/2019

The Governing Board desires to employ and retain highly qualified classified personnel to support the district's educational program and operations. Newly hired classified employees shall serve a probationary period during which the Board shall determine their suitability for long-term district employment.

A probationary employee who has been employed by the district for six months or 130 days of paid service, whichever is longer, shall be classified as a permanent employee of the district. (Education Code 45113, 45301)

However, in order to receive permanent classified service status, a full-time district police officer or public safety dispatcher who operates a dispatch center certified by the Commission on Peace Officer Standards and Training shall serve in a probationary status for not less than one year from the date of appointment. (Education Code 45113, 45301)

Probationary employees shall receive written performance evaluations by their supervisor during the probationary period. These evaluations shall indicate whether the evaluator is satisfied or not satisfied with the employee's ability, performance, and compatibility with the job.

The district may, without cause, dismiss a new employee during the probationary period.

Permanent employees promoted to a higher classification shall be considered probationary in their new position until they have satisfactorily completed the probationary period.

A permanent employee who accepts a promotion and fails to complete the probationary period for that promotional position shall be employed in the classification from which the employee was promoted. (Education Code 45113, 45301)

This policy shall be made available to classified employees and the public. (Education Code 45113)

**Policy 4218: Dismissal/Suspension/Disciplinary Action**                    **Status:** DRAFT

**Original Adopted Date:** 12/18/2019

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.  An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation.  (Education Code 45113)

**Procedures for Serious Disciplinary Proceedings**

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee.  The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly hearing. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board.  (Education Code 45113, 45312)

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session, unless the employee requests that the matter be heard in an open session meeting.  (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law.  The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer.  When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision.  (Education Code 45113)


When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee.  (Education Code 45113)

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The Governing Board expects all employees to perform their jobs satisfactorily and exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law, any applicable collective bargaining agreement, and the rules of the personnel commission.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance.  An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

A permanent classified employee shall be subject to suspension, demotion, or dismissal only for one or more of the causes designated by rule of the personnel commission.  (Education Code 45302, 45304)

When such serious disciplinary action is being contemplated against an employee, the district shall adhere to disciplinary procedures developed by the personnel commission. Due process shall be afforded to the employee, including proper notice, an opportunity for the employee to meet with a designated district official ("Skelly officer") or to respond in writing to the charges, and an opportunity to appeal the district's decision with the personnel commission in accordance with Education Code 45305-45307. If the matter is addressed in a hearing before the personnel commission, the decision of the personnel commission shall be final.

However, if the matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee.  The ruling of the administrative law judge shall be binding on the district and the employee.  (Education Code 45312)

**Policy 6164.2: Guidance/Counseling Services**                                    **Status:** DRAFT

| **Last Revised Date:** 06/15/2016

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of district students. The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide direct school counseling, school psychology, school social work services to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions.  Responsibilities of such positions shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services

2. Planning, implementing, and evaluating school counseling programs

3. Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement

4. Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies

5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis

6. Intervening to ameliorate school-related problems, including problems related to chronic absences and retention

7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict or bullying

8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services

9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs

10. Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and public and private services

11. Engaging in continued development as a professional school counselor

**Educational And Career Counseling**

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program shall include academic counseling and postsecondary services, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans

2. Optimizing progress towards achievement of proficiency standards and competencies

3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes

4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to colleges and universities, standardized admissions tests, and financial aid

5. High-quality career programs at all grade levels in which students are assisted in doing all of the following:

   a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition

   b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success

   c. Developing work self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life

   d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options

   e. Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers, the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities

   f. Understanding the need to develop essential employable skills and work habits

   g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their peers, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for students who fail to meet graduation requirements to continue with their education.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with a student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex.  (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students.  (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes.  (Education Code 49603; 10 USC 503; 20 USC 7908)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county.  The notification shall include the planned date, time and location of the college or career fair.  (Labor Code 3074.2)

**Personal or Mental Health Counseling**

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602.  (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

**Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident.  School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

**Teacher-Based Advisory Program**

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

**Policy 6200: Adult Education**

**Status:** DRAFT

**Original Adopted Date:** 02/23/2011

The Governing Board believes that education is a lifelong endeavor and that it is important for individuals to continuously develop new skills necessary to participate effectively as citizens, workers, parents/guardians, and family and community members. Eligible adults shall be offered opportunities to enroll in programs and courses that develop academic and workforce skills and, as appropriate, lead to completion of requirements for high school graduation.

The Superintendent or designee shall recommend, for approval by the Board and the California Department of Education, courses to be offered through the district's adult education program.

Adult education classes may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Board. (Education Code 52505)

The Superintendent or designee shall ensure that all teachers of adult education classes possess an appropriate credential issued by the Commission on Teacher Credentialing and have access to high-quality professional development to continuously enhance their knowledge and skills.

Upon recommendation of the administrator of the student's adult school or noncredit program of attendance, the Board may authorize an adult education student pursuing a high school diploma or a high school equivalency certificate to attend a community college during any session or term as a special part-time student. (Education Code 52620)

The Board may award diplomas or certificates to adults and eligible minors enrolled in adult schools upon satisfactory completion of a prescribed course of study in an elementary school program. (Education Code 52508, 52509)

Adult education students who fulfill the district's graduation requirements shall receive a diploma of high school graduation.

If the district has an adult school or classes for adults but is unable to maintain such school or classes because of an inability to secure a teacher(s) or because of a lack of facilities, the district may, with the approval of the County Superintendent of Schools and the Superintendent of Public Instruction, contract with another district for the instruction of such students. (Education Code 52511)

To ensure efficient and coordinated adult education services, the district may join a regional adult education consortium. The district shall participate in the consortium's identification of the educational needs of adults in the region, identification of available funding and services, development and approval of an adult education plan pursuant to Education Code 84906, and implementation of strategies to address the identified needs, improve the effectiveness of district services, and improve students' transitions into postsecondary education and the workforce.

The district's representative to the regional adult education consortium shall be designated by the Board. (Education Code 84905)

The Superintendent or designee shall regularly report to the Board on the effectiveness of the district's adult education program. This report shall include, but not be limited to, the number of adults and high school students participating in the program, student participation in each type of adult education course or class, and the extent to which students successfully completed these programs, including, as applicable, the completion of requirements for the high school diploma or certificate of equivalency.

**Policy 7110: Facilities Master Plan**　　　　　　　　　　　　　　　　　　**Status:** DRAFT

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment, teacher housing needs, and the district's educational program. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

**Plan Development**

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives.  The Superintendent or designee shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district.  (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with the commission or agency within 15 days following the notification.  Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance.  (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

**Plan Components**

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies

2. A description of the planning process

3. Demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs

4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications

5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds

6. Site selection criteria and process

7. Development of a capital planning budget and identification of potential funding sources

8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards:  (5 CCR 14001)

1.  Are aligned with the district's educational goals and objectives

2.  Provide for maximum site enrollment at school facilities

3.  Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010

4.  Are designed for the environmental comfort and work efficiency of the occupants

5.  Are designed to require a practical minimum of maintenance

6.  Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety

7.  Are designed and engineered with flexibility to accommodate future need

Plans for the design and construction of new school facilities shall also meet the standards described in 5 CCR 14030, the California Green Building Standards Code, Title 24, Part 11 of the California Code of Regulations ("CALGreen"), the Americans with Disabilities Act (ADA) pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

However, plans for residential housing, which includes any building used or intended to be used by the district as a personal residence by a teacher or employee of the district, is not considered to be a "school building" and does not require approval by the Department of General Services regarding earthquake safety and/or the ADA. (Education Code 17283.5; Government Code 4454.5)

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

**Policy 7150: Site Selection And Development**                                    **Status:** DRAFT

**Original Adopted Date:** 03/24/2010

The Governing Board believes that a school site should serve the district's educational needs in accordance with the district's master plan, as well as show potential for contributing to other community needs.

The Board recognizes the importance of community input in the site selection process.  To this end, the Board will solicit community input whenever a school site is to be selected and shall provide public notice and hold public hearings in accordance with law.

The Superintendent or designee shall establish a site selection process which complies with law and ensures that the best possible sites are acquired and developed in a cost-effective manner.

Before acquiring property for a new school or an addition to an existing school site, the Board, at a public hearing, shall either evaluate the property using state site selection standards specified in 5 CCR 14010 or, if a district advisory committee was appointed to evaluate the property, receive the committee's report of findings based on those standards.  (Education Code 17211, 17251)

**Environmental Impact Investigation for the Site Selection Process**

The Superintendent or designee shall determine whether any proposed development project is subject to the requirements of the California Environmental Quality Act (CEQA) and shall ensure compliance with this Act, including any web site posting requirements.  When evaluating district projects, the CEQA guidelines shall be used.

Environmental review documents, including a draft environmental impact report, environmental impact report, negative declaration or mitigated negative declaration, and public notice of the preparation and availability of such documents, shall be posted on the district's web site. (Public Resources Code 21082.1, 21092, 21092.2)

**Agricultural Land**

If the proposed site is in an area designated in a city, county, or city and county general plan for agricultural use and zoned for agricultural production, the Board shall determine all of the following:  (Education Code 17215.5)

1. That the district has notified and consulted with the city, county, or city and county within which the prospective site is to be located

2. That the Board has evaluated the final site selection based on all factors affecting the public interest and not limited to selection on the basis of the cost of the land

3. That the district shall attempt to minimize any public health and safety issues resulting from the neighboring agricultural uses that may affect students and employees at the site