

Adelante Selby Spanish Immersion School

2020-21 School Accountability Report Card

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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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Adelante Selby Spanish Immersion School
Street	170 Selby Lane
City, State, Zip	Atherton, CA 94027
Phone Number	(650) 482-2415
Principal	Warren Sedar
Email Address	wседar@rcsdk8.net
School Website	https://www.rcsdk8.net/spanishimmersion
County-District-School (CDS) Code	41-69005-6044580

2021-22 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker
Email Address	jbaker@rcsdk8.net
District Website Address	www.rcsdk8.net

2021-22 School Overview

School Profile

Honored by the Embassy of Spain, Adelante Selby Spanish Immersion School is a two-way Spanish Immersion School of Choice. Our student population is composed of 50% Spanish-speaking students and 50% English-speaking students. We have high expectations for our students. We expect them to show high levels of proficiency in two languages by the time they exit our school. We have observed what research supports – participation in our immersion program has made the students confident, respectful, and academically engaged! In an ever-expanding global economy, our nation will need its future leaders to be both biliterate and have an understanding of and appreciation for multiple cultures. Our school not only provides a rigorous and innovative educational curriculum, but we also prepare our students to be future 21st century leaders through our Spanish Immersion Program. In addition to the enrichment of learning in two languages, our school offers an array of enrichment activities for students. Our Spanish Immersion School flourishes due to its warm, nurturing, and family-centered culture. We encourage you to visit us and marvel at the capacities of our students to read, write, explain, analyze, and problem solve in two languages!

Spanish Immersion's Mission Statement

Adelante Selby Spanish Immersion School is a partnership composed of teachers, parents, students, administrators, and community members dedicated to preparing children linguistically, academically, and socially to contribute to, and thrive in an ever-changing world. In an environment which depends on each person's strengths and contributions, students will achieve academic excellence in all subjects in English and Spanish. Building upon our diverse backgrounds and through rich learning opportunities, students will develop respect for each other and for different cultures. The two-way Spanish Immersion School brings together both Spanish speaking and English speaking students in a unique opportunity to learn and achieve in two languages.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	97
Grade 2	115
Grade 3	118
Grade 4	107
Grade 5	92
Total Enrollment	652

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.9
Black or African American	1.2
Hispanic or Latino	81
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	13.5
English Learners	40.8
Foster Youth	0.2
Homeless	0.3
Socioeconomically Disadvantaged	56.9
Students with Disabilities	10.4

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

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

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)	24.0	88.9	264.4	71.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.5	1.9	4.5	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.7	33.9	9.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	3.7	30.2	8.2	12115.8	4.4
Unknown	0.5	1.9	35.0	9.5	18854.3	6.9
Total Teaching Positions	27.0	100.0	368.2	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2021-2022 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2021 District Textbook Audit, in regards to student editions in use at Adelante Selby Spanish Immersion School during the current school year (2021-2022).

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008	Yes	0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014 Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015	Yes	0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008	Yes	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Selby Lane School was originally constructed in the 1950's and is currently comprised of 41 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play/athletic field.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by September 2001 and included the addition of 20 new classrooms, two reclaimed classrooms, and a new library/media center and cafeteria/multipurpose room. Measure B projects have been completed at variable times over the past three years and have included/ will include: landscaping and painting; renovation of all restrooms in older buildings; resurfacing of two parking lots and the playground; replacing of window coverings and old fencing; and campus-wide American Disabilities Act (ADA) improvements.

Year and month of the most recent FIT report

06/02/2021

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		X	Room 104- High storage (WO# 90078) Room105 - High storage (WO# 90078) Room 106- High Storage (WO# 90078) Room 201- High Storage (WO# 90078) Room 215- High Storage (WO# 90078) Room 303- High Storage (WO# 90078) Rm 103, 206, 402, 408 501 - all high storage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 215- Clutter (WO# 90081) Room 204- Clutter (WO# 90081) Room 215- Clutter (WO# 90081)
Electrical	X			Light in hall (WO# 90077), Cat5 wire loose (WO# 90085), Wall plate missing (WO# 90086)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR- Needs Cleaning (WO# 90080) "
Safety: Fire Safety, Hazardous Materials			X	Room 103- Blocked vent (WO# 90079) Room 105- Blocked vent (WO# 90083) Room 212- Blocked vent (WO# 90079) Room 305- Blocked Vent (WO# 90079) Room 401- Blocked vent (WO# 90079) Room 212- Fire Extinguisher (WO# 90084)
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).

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	245	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	108	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	NT	NT	NT	NT
Female	149	NT	NT	NT	NT
Male	154	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	245	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	108	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	306	299	98%	2%	53%
Female	150	148	99%	1%	51%
Male	156	151	97%	3%	54%
Asian	6	*	*	*	*
Black or African American	8	*	*	*	*

Hispanic or Latino	246	241	98%	2%	46%
White	46	44	96%	4%	84%
English Learners	109	104	95%	5%	19%
Students with Disabilities	52	42	81%	19%	26%

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	306	303	99%	1%	34%
Female	150	149	99%	1%	34%
Male	156	154	99%	1%	34%
Asian	6	*	*	*	*
Black or African American	8	*	*	*	*
Hispanic or Latino	246	245	100%	0%	26%
White	46	44	96%	4%	75%
English Learners	109	108	99%	1%	10%
Students with Disabilities	52	43	83%	17%	19%

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

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.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	NT	NT	NT	NT
Female	46	NT	NT		
Male	45	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	69	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents play an important role through active participation and involvement in the School Site Council, the English Language Advisory Council, and our Parent Teacher Organization "Unidos". Parents are encouraged to volunteer at school events and in classrooms.

Unidos is a nonprofit PTO group open to all families. Membership in this organization is encouraged, and no membership dues or fees are required in order for families to participate. As members of Unidos, parents have the opportunity to provide visible support for their child's language acquisition, to help maintain and improve our school programs, expand their cultural horizons, and network with other schools running similar two-way language programs. Unidos also coordinates the Art in Action program which is run by parent volunteers in teachers classrooms monthly. Unidos organizes all fundraising, social and community outreach events, including the school Auction, the Take Home Reading Program, Project Cornerstone K-2nd grades, the Trunk or Treat event, Día de los Muertos event, the Walk-a-thon Fundraiser, the School Book Fairs, Family Movie Night, the Ice Cream Social, and the Día del Niño event. Adelante Selby Spanish Immersion School also benefits from partnerships with local business and services to provide numerous enrichment opportunities to all Adelante Selby Spanish Immersion students. For more information, please see the Unidos webpage at <https://sites.google.com/site/unidosyadelante/>

The principal's newsletter and the school's Facebook page keep parents and community members aware and better informed about activities, events, and what is happening at school.

Parents who wish to participate in our school's leadership teams, school committees, school activities, or become a volunteer may contact the office at (650) 482-2415, or visit the school's website at www.rcsdk8.net/spanishimmersion

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	660	653	31	4.7
Female	341	340	14	4.1
Male	319	313	17	5.4
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	8	8	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	533	529	30	5.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	18	18	0	0.0
White	91	88	1	1.1
English Learners	299	299	22	7.4
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	374	373	25	6.7
Students Receiving Migrant Education Services	12	12	0	0.0
Students with Disabilities	91	90	4	4.4

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.92	0.00	1.63	0.07	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	1.92	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Safety of students and staff is of primary importance at our school. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school, and during the recess breaks. Yard duty supervisors, PE + staff, and the administration supervise students during the lunch periods. All visitors to the school must sign in and out at the office. Visits to classrooms are always welcome with prior notification to teachers.

The School Site Safety plan is evaluated and revised annually by parents, staff, and administrators via the School Site Council. The School Safety Plan was reviewed, updated, and discussed and approved by the School Site Council on January 20th and 30t 2021. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: evacuation routes, staff assignments, intruder alert, and student release procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held every month and earthquake drills and intruder alert drills are held twice a year. Additionally, our school has implemented a highly effective school-wide Positive Behavioral Interventions and Supports (PBIS) plan where we try to "catch" students doing a good job with following our common expectations around respect, responsibility, safety, being friendly and caring, and being focused and ready to learn.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	1	4	
1	24	2	5	
2	25		5	
3	27	1	8	
4	27		4	
5	20	3	5	
6	17	9	10	
Other	5	2		

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	26		5	
1	26		5	
2	26		5	
3	29		4	
4	25		4	
5	26		4	
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	21	4	4	1
1	18	4	4	
2	16	5	5	
3	22	4	4	
4	20	4	4	
5	15	4	4	
6				

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$14,063	\$5,667	\$8,396	\$85,570
District	N/A	N/A	\$8,336	\$84,874
Percent Difference - School Site and District	N/A	N/A	0.7	0.8
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-0.6	-0.3

2020-21 Types of Services Funded

Federal Funding:

Title I: Basic Grants Low Income
 Title I: Migrant Education
 Special Education
 Title II: Part A Teacher Quality
 Title IV: Part B 21st Century Community Learning Centers
 Title III: Limited English Proficiency
 Medi-Cal Billing Option

State Funding:

After School Education and Safety ("ASES")
 Lottery: Instructional Materials
 Special Education

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,140	\$52,060
Mid-Range Teacher Salary	\$81,301	\$84,043
Highest Teacher Salary	\$103,420	\$107,043
Average Principal Salary (Elementary)	\$139,760	\$133,582
Average Principal Salary (Middle)	\$139,760	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$226,071	\$240,628
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving “Student Learner” profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through “Lead Learner” structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

2020-21

The focus for PD during a school year in which the majority of instruction took place virtually, was on providing excellent distance learning opportunities for all students, regardless of grade level. All students were provided with the necessary devices and hot spots to be able to participate in daily synchronous and asynchronous instruction. Teachers received 5 days of training at the beginning of the school year in a variety of online tools and applications. Throughout the year, Doug Fisher, of Corwin Press, presented key aspects of designing high quality distance learning lessons: clarity, engaging, feedback, and supporting the students as drivers of their own learning.

National Urban Alliance (NUA) mentors and coaches worked with teachers in grades 4-8 across the district to develop rigorous, student-centered instruction through opportunities for collaboration, creativity, communication, and critical thinking.

2019-20

In the beginning of the 2019-20 school year, school staff were trained in the implementation of the Multi-Tiered System of Supports (MTSS) framework, accompanied by Positive Behavior Interventions and Support. Each school developed an MTSS Leadership Team, designed to develop leveled supports for students in the academics, behavior, and social-emotional domains. While this work began during this school year, it was interrupted in 2020-21 by the pandemic, but has been renewed in 2021-22.

The Sobrato Early Academic Language (SEAL) initiative continued for part of this school year (interrupted by the pandemic). The focus of this training was to promote language and literacy development through integrated units of study.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	4