

# John B Allard 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

<b>School Name</b>	John B Allard School
<b>Street</b>	3113 Mitchell Road
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209-238-8750
<b>Principal</b>	Daniel Vannest
<b>Email Address</b>	dvannest@stancoe.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	50-10504-0131235

## 2022-23 District Contact Information

<b>District Name</b>	Stanislaus County Office of Education
<b>Phone Number</b>	209-238-1700
<b>Superintendent</b>	Scott Kuykendall
<b>Email Address</b>	Skuykendall@stancoe.org
<b>District Website Address</b>	<a href="https://www.stancoe.org">https://www.stancoe.org</a>

## 2022-23 School Overview

John B. Allard School, Ceres opened its doors on August 14, 2014, after construction was completed on August 8, 2014. Originally named Stanislaus County Institute of Learning, the school changed its name to John B. Allard School to honor former Stanislaus County Superintendent and World War II hero, John B. Allard. The name change ceremony took place on September 13, 2019. The school serves students enrolled in a middle school program that models a military school format. The site is also home to an Independent Study program. John B. Allard School is an innovative community court school that strives to provide a wide array of educational options for children and their families. Our themed academy TCA - Tactical Character Academy, offers a military-themed daily school program to middle school students. John B. Allard School also offers a traditional independent study program. In order to address discipline, attendance, and truancy issues, we have developed the Character Learning Center for TCA. This center provides additional character training, counseling, and behavior management and control to assist the student who is struggling in the classroom. The Character Learning Center program increases attendance and has been useful in curtailing students that would normally require further discipline and/or at-home suspension. We also have multiple liaisons that facilitate the provision of other county and non-county-sponsored support and services.

Class sizes are generally smaller allowing for students to have more interaction with their teachers. Our goals include creating a school where students can successfully progress through a grade-appropriate common core curriculum, learn about careers, prepare for the world of work, graduate and move on into high school or post-secondary education. While the school experiences an 88% mobility factor we are concerned about each student's progress. To monitor their progress we rely on CAASPP, tests embedded within the curriculum, and individual teacher assessments.

John B. Allard School is a school-wide Title I program. As a result, we receive additional funding, and students at this site

## 2022-23 School Overview

receive free breakfasts and lunches. The additional funding allows us to provide experiences outside the school that might not be available otherwise.

We have additional support for our students and parents through the Cal-Safe grant and school-based mental health offerings. A student support and homeless advocate is available to all families.

Student success is the focus of the staff at John B. Allard School. With the wide array of educational services that we provide, students and their families are likely to find a program designed to meet their unique needs. Our teachers and staff are always dedicated to serving our students and their families.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	14
Grade 11	25
Grade 12	32
Total Enrollment	76

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	26.3
Male	73.7
American Indian or Alaska Native	1.3
Asian	0.0
Black or African American	1.3
Filipino	0.0
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.9
White	38.2
English Learners	13.2
Foster Youth	1.3
Homeless	3.9
Migrant	0.0
Socioeconomically Disadvantaged	82.9
Students with Disabilities	6.6

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.10	23.45	84.70	44.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.20	2.26	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.60	5.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.50	56.01	62.80	33.12	12115.80	4.41
<b>Unknown</b>	2.70	20.46	28.00	14.80	18854.30	6.86
<b>Total Teaching Positions</b>	13.30	100.00	189.50	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	40.44	89.60	50.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.00	6.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.70	1.54	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.60	53.51	54.50	30.69	11953.10	4.28
<b>Unknown</b>	0.70	6.05	18.70	10.54	15831.90	5.67
<b>Total Teaching Positions</b>	12.30	100.00	177.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00	0.00
Local Assignment Options	7.50	6.60
<b>Total Out-of-Field Teachers</b>	7.50	6.60

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

John B. Allard School provides an engaging, online curriculum to our students. It offers innovative learning solutions to our school, including the ability to introduce new courses, fix scheduling conflicts, and provide opportunities for students to make up credits. Direct instruction is provided in addition to the virtual courses. Students receive regular instruction from their teacher and the drill instructors assist with classroom management.

Chrome books are ordered initially based on enrollment counts of students and extras are ordered throughout the life of the adoptions due to enrollment surges and/or Chrome book loss.

Every student has access to a Chrome book and materials of their own.

John B. Allard School adopted the Edmentum Online Curriculum in the 2021-2022 school year.

Year and month in which the data were collected

08/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	11245 California English 09 A 112450 California English 09 B 11246 California English 10 A 112460 California English 10 B 11247 California English 11 A 112470 California English 11 B 11248 California English 12 A 112480 California English 12 B 11400 English 06 A 114000 English 06 B 11401 English 07 A 114010 English 07 B 11402 English 08 A 114020 English 08 B	Yes	0
<b>Mathematics</b>	11224 Accelerate to California Geometry 11220 Accelerate to California Algebra I 11221 Accelerate to California Algebra II 11223 California Algebra II A 112230 California Algebra II B 112260 Geometry B 11226 Geometry A 11227 Consumer Mathematics 11228 Financial Mathematics A 112280 Financial Mathematics B 11230 Integrated Math 2 A 112300 Integrated Math 2 B 11231 Integrated Math 3 A 112310 Integrated Math 3 B 11235 Precalculus A 112350 Precalculus B 11236 Probability & Statistics 11232 Math 6 A 112320 Math 6 B 11233 Math 7 A 112330 Math 7 B	Yes	0
<b>Science</b>	11270 Biology with Lab A 112700 Biology with Lab B	Yes	0

	11271 Biology with Virtual Labs A 112710 Biology with Virtual Labs B 11272 Chemistry A ** 112720 Chemistry B ** 11274 High School Earth and Space Science A with Lab 112740 High School Earth and Space Science B with Lab 11275 Integrated Physics & Chemistry A 112750 Integrated Physics & Chemistry B 11278 Physics A ** 112780 Physics B ** 11357 Environmental Science A 113570 Environmental Science B 11279 Science 6 A 112790 Science 6 B 11281 Science 7 A 112810 Science 7 B 11283 Science 8 A 112830 Science 8 B		
<b>History-Social Science</b>	11261 World History Survey A 112610 World History Survey B 11255 Contemporary World A 112550 Contemporary World B 11260 World History A 112600 World History B 11259 US History A 112590 US History B 11257 US Government 11256 Economics 11250 CA Civics A 11262 Mid School US History A 112620 Mid School US History B 11253 World History & Ge 6 A 112530 World History & Ge 6 B 11263 Mid School World History A 112630 Mid School World History B	Yes	0
<b>Foreign Language</b>	11390 American Sign Language (ASL) 1 A 113900 American Sign Language (ASL) 1 B 11391 French 1 A 113910 French 1 B 11392 French 2 A 113920 French 2 B 11393 German 1 A 113930 German 1 B 11394 German 2 A 113940 German 2 B 11395 Spanish 1 A 113950 Spanish 1 B 11396 Spanish 2 A 113960 Spanish 2 B 11397 Spanish 3 A 113970 Spanish 3 B	Yes	0
<b>Health</b>	11354 CA Nutrition and Wellness 11403 Health and Physical Education 1A 114030 Health and Physical Education 1B 11406 Health 1	Yes	0
<b>Visual and Performing Arts</b>	11352 Art History & Appreciation	Yes	0



11372 Music Appreciation  
 11370 Introduction to Visual Arts  
 11381 Theater, Cinema & Film Production

## School Facility Conditions and Planned Improvements

On the last facility inspection tool report, J.B. Allard school received an overall rating of 98.53%. This rating percentage gave John B. Allard School an overall GOOD rating.

Year and month of the most recent FIT report

March 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			carpet stains-Carpets have been cleaned
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Surge Protectors need to be replaced, rubber base on island needs to be glued-Surge protectors have been replaced, rubber on island has been glued.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	4	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	24	N/A	33

## 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
<b>All Students</b>	33	28	84.85	15.15	3.57
<b>Female</b>	--	--	--	--	--
<b>Male</b>	23	20	86.96	13.04	5.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	14	13	92.86	7.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	12	85.71	14.29	8.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	29	25	86.21	13.79	4.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	33	28	84.85	15.15	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	23	20	86.96	13.04	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	14	13	92.86	7.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	12	85.71	14.29	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	29	25	86.21	13.79	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	6.25	0	3.42	4.46	28.5	29.47

## 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
<b>All Students</b>	31	20	64.52	35.48	0
<b>Female</b>	--	--	--	--	--
<b>Male</b>	21	16	76.19	23.81	0
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	16	10	62.5	37.5	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	9	75	25	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	23	15	65.22	34.78	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	89
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	93.42
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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	95.5	95.5	95.5	100.0	95.5
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

A vital aspect of helping our students is parent involvement with their children to help accomplish their goals and objectives. When new students come into the school, we meet with the student and their parents to ascertain what type of assistance is needed. All potential students and their parents must attend an informational orientation and a board interview. A team is then built between the parent, the student, and the school to assist and guide the child. Parents participate in our school Coffee-Connect quarterly meetings. Coffee-Connect helps bridge the communication between parents and the mental health counselor. Parents are able to discuss their child's behavior and/or challenges at home and school. Parents also participate in our monthly Perfect attendance luncheon. At this luncheon, students are recognized for having perfect attendance and/or exhibiting the TCA core values of Commitment, Discipline, Honor, Respect, and Courage. All participants and their parents are invited to a special lunch with the Principal. Parents are invited to be active members of the School Site Council. The School Site Council has teachers, parents, and other staff. This council sets goals and objectives for the school and how they will be met. We have an open-door policy and we notify parents of attendance issues, student grade progress, and any concerns as needed. We know that students perform better knowing that their parent is actively participating in their education. We encourage all parents to be active participants in their child's life.

### 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
<b>Dropout Rate</b>		64.5	36.6		58.3	44.3		8.9	7.8
<b>Graduation Rate</b>		32.3	61		17.5	30.7		84.2	87



## 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	41	25	61.0
<b>Female</b>	12	6	50.0
<b>Male</b>	29	19	65.5
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	24	16	66.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	14	8	57.1
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	40	24	60.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	135	119	60	50.4
<b>Female</b>	32	28	16	57.1
<b>Male</b>	103	91	44	48.4
<b>American Indian or Alaska Native</b>	2	2	1	50.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	4	2	0	0.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	77	66	34	51.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	5	4	3	75.0
<b>White</b>	44	42	20	47.6
<b>English Learners</b>	24	21	10	47.6
<b>Foster Youth</b>	2	1	0	0.0
<b>Homeless</b>	6	4	3	75.0
<b>Socioeconomically Disadvantaged</b>	112	98	54	55.1
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	16	14	4	28.6

### 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	9.25	1.95	2.45
Expulsions	0.00	0.00	0.05

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	1.14	11.85	0.28	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.85	0.00
Female	6.25	0.00
Male	13.59	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	12.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	25.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.75	0.00

## 2022-23 School Safety Plan

The vision at John B. Allard School is to be a peaceful campus and place where diverse groups of people are able to work and learn together in cooperation and unity. The school will be a safe place where meaningful instruction and student learning flourishes. This school will be a source of pride for the students who attend, their parents who visit, and teachers and other staff who work here, and the surrounding community in which the school exists. The safety plan was reviewed and discussed with faculty by the regional health and safety plan coordinator on March 9th, 2021.

## 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
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### 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
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### 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
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## 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	7	24		
Mathematics	6	19		
Science	5	17		
Social Science	7	21		

## 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	4	33		
Mathematics	5	18		
Science	4	20		
Social Science	5	30		

## 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	3	38		
Mathematics	3	17		
Science	3	18		
Social Science	4	25		

## 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	76

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	\$24,487.54	\$1,282.13	\$23,205.42	\$98,630.40
District	N/A	N/A	\$14,333.56	
Percent Difference - School Site and District	N/A	N/A	47.3	-1.9
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	111.5	

## 2021-22 Types of Services Funded

Mental Health Counseling Provided by the Miri Center  
 Drug and Alcohol Counseling  
 Weekly Character Development Incentives  
 Student Support Advocate  
 Military Academies Trainer In Each Classroom  
 Daily Transportation to and from school  
 Character Learning Center/Redirection Room  
 Parent involvement activities  
 Boot camp

## 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	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development opportunities are coordinated and conducted by the curriculum and assessment director and the Director of Digital Curriculum & Instructional Technology twice monthly on early release days focused on instruction to improve student achievement. Principals and other division leadership staff also offer the faculty opportunities to attend conferences on subject related areas. It is a division goal for all staff members to feel confident about the curriculum they are teaching as well as to provide opportunities for the staff to learn ways to more effectively serve our alternative education population academically, emotionally, and physically.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	19	19