

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Port View Preparatory

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Grade Span: K-12+

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

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

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

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

| Entity | Contact Information |
|-----------------------------------|---------------------|
| School Name | [DPC] |
| Street | [DPC] |
| City, State, Zip | [DPC] |
| Phone Number | [DPC] |
| Principal | [DPC] |
| Email Address | [DPC] |
| Website | [DPC] |
| County-District-School (CDS) Code | [DPC] |

Table 3: School Description and Mission Statement (School Year 2022–23)

Port View Preparatory is a collaborative educational community that caters to the individual needs of students with disabilities incorporating evidenced-based practices to ensure, above all, personal and educational growth.

We believe that our students are entitled to an education that allows them to achieve their goals and to reach the highest level of success and fulfillment that will allow for a high quality of life. We believe that every individual has the ability to contribute and serve his or her community. We know that every student is unique and important in his or her own way, therefore, all of our students shall receive an individualized, personalized education that they will take with them when they leave PVP and use to assist them in contributing to and assimilating into their community.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | [DPC] |
| Grade 1 | [DPC] |
| Grade 2 | [DPC] |
| Grade 3 | [DPC] |
| Grade 4 | [DPC] |
| Grade 5 | [DPC] |
| Grade 6 | [DPC] |
| Grade 7 | [DPC] |
| Grade 8 | [DPC] |
| Grade 9 | [DPC] |
| Grade 10 | [DPC] |
| Grade 11 | [DPC] |
| Grade 12 | [DPC] |
| Total Enrollment | [DPC] |

Table 5: Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Female | [DPC] |
| Male | [DPC] |
| Non-Binary | [DPC] |
| American Indian or Alaska Native | [DPC] |
| Asian | [DPC] |
| Black or African American | [DPC] |
| Filipino | [DPC] |
| Hispanic or Latino | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] |
| Two or More Races | [DPC] |
| White | [DPC] |
| English Learners | [DPC] |
| Foster Youth | [DPC] |
| Homeless | [DPC] |
| Migrant | [DPC] |
| Socioeconomically Disadvantaged | [DPC] |
| Students with Disabilities | [DPC] |

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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

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

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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

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

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

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

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

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

Table 10: Class Assignments

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

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: July 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | California Treasures, Grade K California Treasures, Grade 1 California Treasures, Grade 2 Book 1 California Treasures, Grade 2 Book 2 Reflections: Our Communities Grade 3 California Treasures, Grade 4 California Treasures, Grade 5 California Treasures, Grade 6 Glencoe Literature California Treasures Course 2 Grade 7 Glencoe Literature California Treasures Course 3 Grade 8 Holt Literature and Language Arts, 3rd Course Grade 9 Literature Language Arts, 4th Course Grade 10 Holt Literature and Language Arts, 5th Course Grade 11 Literature Language Arts Grade 12 | Yes | 0 |

| | | | |
|--------------------|--|-----|---|
| Mathematics | California Math Grade K California Math Grade 1 California Math Grade 2 California Math Grade 3 California Math Grade 4 California Math Grade 5 California Math Grade 6 CA Algebra Readiness: Concepts, Skills, and Problem Solving Grade 7 California Algebra: Concepts, Skills, and Problem Solving Grade 8 Holt Algebra 1 Grade 9 Algebra 1 Grade 10 Algebra 1 Connections Grade 11 Algebra 2 Grade 12 | Yes | 0 |
| Science | California Science Grade K California Science Grade 1 Science: Learn and Explore Grade 2 California Science Grade 3 California Science Grade 4 California Science Grade 5 California Science Grade 6 Focus on Life Science Grade 7 Focus on Physical Science Grade 8 Holt Earth Science Grade 9 Earth Science Grade 10 Biology Grade 11 California Biology Grade 12 | Yes | 0 |

| | | | |
|---|--|-----|---|
| History-Social Science | Reflections: A Child's View (California Series) Grade 1 Reflections: Our Communities (California Series) Grade 3 Reflections: California, A Changing State Grade 4 Reflections: The United States, Making A New Nation Grade 5 California Series Discovering Our Past Ancient Civilizations Grade 6 California Series Discovering Our Past Medieval Early Times Grade 7 CA Series: Discovering Our Past American Journey to WWI Grade 8 Economics: Principles and Practices Grade 10 American Anthem Grade 11 Magruder's American Government Grade 12 | Yes | 0 |
| Foreign Language | 0 | 0 | 0 |
| Health | 0 | 0 | 0 |
| Visual and Performing Arts | 0 | 0 | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0 |

Note: Cells with N/A values do not require data.

Table 12: School Facility Conditions and Planned Improvements

The following information is about the safety, cleanliness, and adequacy of school facilities, including the condition of the school grounds, buildings, and restrooms. Additional information can be obtained by contacting the schools principals.

Table 13: School Facility Good Repair Status

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No |
| Interior: Interior Surfaces | X | | | No |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No |
| Electrical: Electrical | X | | | No |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | No |
| Safety: Fire Safety, Hazardous Materials | X | | | No |
| Structural: Structural Damage, Roofs | X | | | No |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | No |

Overall Facility Rate

Year and month of the most recent FIT report: July 2021

Table 14: Overall Rating

| 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).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

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

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

**Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Female | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Male | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| American Indian or Alaska Native | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Asian | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Black or African American | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Filipino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Hispanic or Latino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Two or More Races | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| White | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| English Learners | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Foster Youth | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Homeless | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Military | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Socioeconomically Disadvantaged | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students Receiving Migrant Education Services | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students with Disabilities | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

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

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

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Female | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Male | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| American Indian or Alaska Native | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Asian | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Black or African American | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Filipino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Hispanic or Latino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Two or More Races | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| White | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| English Learners | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Foster Youth | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Homeless | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Military | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Socioeconomically Disadvantaged | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students Receiving Migrant Education Services | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students with Disabilities | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

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

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

**Table 18: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

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

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Female | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Male | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| American Indian or Alaska Native | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Asian | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Black or African American | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Filipino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Hispanic or Latino | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Two or More Races | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| White | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| English Learners | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Foster Youth | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Homeless | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Military | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Socioeconomically Disadvantaged | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students Receiving Migrant Education Services | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Students with Disabilities | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

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

Off-site job opportunities are available to students who are sixteen years and older. They are designed to prepare students for the work environment after completing school. Each student is able to carry over their academic and vocational goals to the job sites, such as counting, sorting, proper money usage, and domestic tasks. The students are accompanied by staff who oversee the student's attention and quality of work. Transportation is provided by the school to the various job placement locations. Job placements have included Petco, TJ MAXX, and other local community stores. Students participate in a variety of vocational training activities including, but not limited to, customer service, packaging and mailing service, stocking and inventory service, and janitorial service.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------------|--|--|---|-----------------------------|
| 5 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 |

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

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

Parents are always invited to attend Community Based Outings and other events held throughout the year. Additionally, parents are free to schedule observations and/or meetings for clarification or training with school administrators, teachers, and/or service providers. In addition, parents are involved in their student's progress through quarterly progress reporting procedures and IEP meetings.

State Priority: Pupil Engagement

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

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

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

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

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------------|----------------------------------|------------------------------|
| All Students | [DPC] | [DPC] | [DPC] |
| Female | [DPC] | [DPC] | [DPC] |
| Male | [DPC] | [DPC] | [DPC] |
| Non-Binary | [DPC] | [DPC] | [DPC] |
| American Indian or Alaska Native | [DPC] | [DPC] | [DPC] |
| Asian | [DPC] | [DPC] | [DPC] |
| Black or African American | [DPC] | [DPC] | [DPC] |
| Filipino | [DPC] | [DPC] | [DPC] |
| Hispanic or Latino | [DPC] | [DPC] | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] | [DPC] | [DPC] |
| Two or More Races | [DPC] | [DPC] | [DPC] |
| White | [DPC] | [DPC] | [DPC] |
| English Learners | [DPC] | [DPC] | [DPC] |
| Foster Youth | [DPC] | [DPC] | [DPC] |
| Homeless | [DPC] | [DPC] | [DPC] |
| Socioeconomically Disadvantaged | [DPC] | [DPC] | [DPC] |
| Students Receiving Migrant Education Services | [DPC] | [DPC] | [DPC] |
| Students with Disabilities | [DPC] | [DPC] | [DPC] |

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

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|------------------------------|--|----------------------------------|---------------------------------|
| All Students | [DPC] | [DPC] | [DPC] | [DPC] |
| Female | [DPC] | [DPC] | [DPC] | [DPC] |
| Male | [DPC] | [DPC] | [DPC] | [DPC] |
| American Indian or Alaska Native | [DPC] | [DPC] | [DPC] | [DPC] |
| Asian | [DPC] | [DPC] | [DPC] | [DPC] |
| Black or African American | [DPC] | [DPC] | [DPC] | [DPC] |
| Filipino | [DPC] | [DPC] | [DPC] | [DPC] |
| Hispanic or Latino | [DPC] | [DPC] | [DPC] | [DPC] |
| Native Hawaiian or Pacific Islander | [DPC] | [DPC] | [DPC] | [DPC] |
| Two or More Races | [DPC] | [DPC] | [DPC] | [DPC] |
| White | [DPC] | [DPC] | [DPC] | [DPC] |
| English Learners | [DPC] | [DPC] | [DPC] | [DPC] |
| Foster Youth | [DPC] | [DPC] | [DPC] | [DPC] |
| Homeless | [DPC] | [DPC] | [DPC] | [DPC] |
| Socioeconomically Disadvantaged | [DPC] | [DPC] | [DPC] | [DPC] |
| Students Receiving Migrant Education Services | [DPC] | [DPC] | [DPC] | [DPC] |
| Students with Disabilities | [DPC] | [DPC] | [DPC] | [DPC] |

State Priority: School Climate

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

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| Expulsions | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Table 31: School Safety Plan (School Year 2022–23)

Each classroom is equipped with a comprehensive first aid kit which includes bandages, ointments, scissors, and other equipment necessary in an emergency. Fire drills are performed monthly throughout the school year. Evacuation maps are posted in every classroom and throughout the school. All individuals on campus during a fire drill, including visitors, are asked to meet outside in the staff parking lot where an attendance check is done by each classroom teacher. In addition to classroom first aid kits, there are emergency backpacks available to take off campus. Each transportation vehicle has a first aid kit and cell phone in case of an emergency when transporting staff and students.

D. Other SARC Information

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

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | [DPC] | [DPC] | [DPC] | [DPC] |
| 1 | [DPC] | [DPC] | [DPC] | [DPC] |
| 2 | [DPC] | [DPC] | [DPC] | [DPC] |
| 3 | [DPC] | [DPC] | [DPC] | [DPC] |
| 4 | [DPC] | [DPC] | [DPC] | [DPC] |
| 5 | [DPC] | [DPC] | [DPC] | [DPC] |
| 6 | [DPC] | [DPC] | [DPC] | [DPC] |
| Other** | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | [DPC] | [DPC] | [DPC] | [DPC] |
| 1 | [DPC] | [DPC] | [DPC] | [DPC] |
| 2 | [DPC] | [DPC] | [DPC] | [DPC] |
| 3 | [DPC] | [DPC] | [DPC] | [DPC] |
| 4 | [DPC] | [DPC] | [DPC] | [DPC] |
| 5 | [DPC] | [DPC] | [DPC] | [DPC] |
| 6 | [DPC] | [DPC] | [DPC] | [DPC] |
| Other** | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | [DPC] | [DPC] | [DPC] | [DPC] |
| 1 | [DPC] | [DPC] | [DPC] | [DPC] |
| 2 | [DPC] | [DPC] | [DPC] | [DPC] |
| 3 | [DPC] | [DPC] | [DPC] | [DPC] |
| 4 | [DPC] | [DPC] | [DPC] | [DPC] |
| 5 | [DPC] | [DPC] | [DPC] | [DPC] |
| 6 | [DPC] | [DPC] | [DPC] | [DPC] |
| Other** | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC] | [DPC] | [DPC] | [DPC] |
| Mathematics | [DPC] | [DPC] | [DPC] | [DPC] |
| Science | [DPC] | [DPC] | [DPC] | [DPC] |
| Social Science | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC] | [DPC] | [DPC] | [DPC] |
| Mathematics | [DPC] | [DPC] | [DPC] | [DPC] |
| Science | [DPC] | [DPC] | [DPC] | [DPC] |
| Social Science | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English Language Arts | [DPC] | [DPC] | [DPC] | [DPC] |
| Mathematics | [DPC] | [DPC] | [DPC] | [DPC] |
| Science | [DPC] | [DPC] | [DPC] | [DPC] |
| Social Science | [DPC] | [DPC] | [DPC] | [DPC] |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | [DPC] |

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

*One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 2.335.28 | [DPL] | [DPL] | 65,000 |
| District | N/A | N/A | [DPL] | [DPC] |
| Percent Difference – School Site and District | N/A | N/A | [DPL] | [DPL] |
| State | N/A | N/A | [DPC] | [DPC] |
| Percent Difference – School Site and State | N/A | N/A | [DPL] | [DPL] |

Note: Cells with N/A values do not require data.

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

Each classroom has one credentialed teacher and 6-12 Classroom Support Providers/Classroom Support Supervisors depending on each students' needs. Throughout the school day, various goals which are predetermined in each students Individual Education Plan (IEP), are worked on by the classroom staff. Some of these goals include matching, mathematics, reading comprehension, and social skills. Outside of academics, other services are provided such as Occupational Therapy and Speech & Language Therapy if stated in the IEP. Community Based Instruction's (CBI) are provided at least once a week for students to experience learning outside of the classroom. It is also a great opportunity for the students to enjoy new experiences and to learn about and participate in the community around them. Vocational Training is available to students in the Transitional classroom, age 16 and older. Vocational Training allows students to apply the vocational skills learned in the classroom in a variety of different settings. Successful application or mastery of the application of these skills in community settings allows for students to integrate into the community as a contributing member and to train for future employment. Finally, monthly assemblies and elective courses are provided for each student. Assemblies occur once per month and each student participates.

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

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

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

Percent of Students in AP Courses: [DPC]

| Subject | Number of AP Courses Offered* |
|----------------------------------|--------------------------------------|
| Computer Science | [DPC] |
| English | [DPC] |
| Fine and Performing Arts | [DPC] |
| Foreign Language | [DPC] |
| Mathematics | [DPC] |
| Science | [DPC] |
| Social Science | [DPC] |
| Total AP Courses Offered* | [DPC] |

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

| Measure | 2020–21 | 2021–22 | 2022–23 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 220 | 220 | 220 |