

California Department of Education
School Accountability Report Card
Reported Using Data from the 2020 - 2021 School Year
Published During 2021 - 2022

For: William Daylor High School

Address: 6131 Orange Avenue, Sacramento, CA 95823
Principal: Justine Fuller

Phone: 916-427-5428
Grade Span: 9-12

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents 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 <http://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.

About This School

District Contact Information (School Year 2021 - 2022)

| | |
|----------------|------------------------|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | Christopher R. Hoffman |
| E-mail Address | choffman@egusd.net |

School Contact Information (School Year 2021 - 2022)

| | |
|----------------------------------|----------------------------|
| School Name | William Daylor High School |
| Street | 6131 Orange Avenue |
| City, State, Zip | Sacramento, CA 95823 |
| Phone Number | 916-427-5428 |
| Principal | Justine Fuller |
| E-mail Address | JFULLER@egusd.net |
| Web Site | http://daylor.egusd.net |
| County-District-School(CDS) Code | 34673143432002 |

School Description and Mission Statement (School Year 2021 - 2022)

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| <p>William Daylor High School A Community of Lifelong Learners!</p> <p>William Daylor High School is dedicated to serving the needs of its students. William Daylor provides a unique, educational experience, beginning with the rigor and breadth of the instructional program, to the warmth of the learning environment where students feel safe to stretch their thinking, to the safety of the campus. William Daylor is a place where students know the staff care and will prepare them to be successful in the world after high school.</p> <p>Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.</p> <p>Our success in implementing our district's mission can be evidenced through our school's special strengths, including:</p> <ul style="list-style-type: none">- Courses designed to meet the academic needs of the students.- The number of students graduating on a yearly basis.- CTE classes - Careers with Children and Building and Trades.- Supports in place to meet the social/emotional needs of the students. <p>At William Daylor, we are partnering with the community to provide resources to extend learning and provide support. Students are encouraged to participate in opportunities that prepare them to become college/career ready such as our Career Technical Education Pathways.</p> <p>Parent support and involvement continue to be important aspects of the success at William Daylor High School. This support is given, and is recognized and appreciated in many different ways. Some parents help plan programs and policies, while others serve as volunteers for Student Leadership activities and field trips. Parents also support student success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.</p> <p>The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure.</p> <p>Alan Williams, Principal William Daylor High School</p> |
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Student Enrollment by Grade Level (School Year 2020 - 2021)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 13 |
| Grade 12 | 35 |
| Total Enrollment | 48 |

Student Enrollment by Student Group (School Year 2020 - 2021)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 41.70% |
| Male | 58.30% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.00% |
| Asian | 10.40% |
| Black or African American | 27.10% |
| Filipino | 2.10% |
| Hispanic or Latino | 39.60% |
| Native Hawaiian or Pacific Islander | 8.30% |
| Two or More Races | 6.30% |
| White | 6.30% |
| English Learners | 25.00% |
| Foster Youth | 2.10% |
| Homeless | 2.10% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 85.40% |
| Students with Disabilities | 10.40% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Preparation and Placement (School Year 2019 - 2020)

| 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) | 6.1 | 77.8% | 2617.2 | 92.1% | 228366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0% | 22.1 | 0.8% | 4205.9 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.6 | 8.4% | 44.7 | 1.6% | 11216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.8 | 10.5% | 54.7 | 1.9% | 12115.8 | 4.4% |
| Unknown | 0.2 | 3.2% | 103.3 | 3.6% | 18854.3 | 6.9% |
| Total Teaching Positions | 7.8 | 100.0% | 2842.2 | 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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019 - 2020)

| Authorization/Assignment | Number |
|--|------------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.6 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.6 |

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019 - 2020)

| Indicator | Number |
|--|------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.8 |
| Total Out-of-Field Teachers | 0.8 |

Class Assignments (School Year 2019 - 2020)

| Indicator | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 11.1% |
| 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% |

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021 - 2022)

Year and month in which data were collected: September 7, 2021

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion.</i> Adopted EGUSD 2016 | Yes | 0 |
| CA <i>StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition Adopted EGUSD 2017 | Yes | 0 |
| English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021 | Yes | 0 |
| Mathematics | All Math books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| CA <i>GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th - Student Edition and Practice workbook Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 | Yes | 0 |

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|--|---|-----|---|
| | Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018 | | |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020 | Yes | 0 |
| Science | All 2-12 Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021 | Yes | 0 |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002 <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020 | Yes | 0 |
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012 <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013 <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014 | Yes | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014; Adopted EGUSD 2015 | Yes | 0 |
| History-Social Science | All 1-12 History-Social Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019 | Yes | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019 | Yes | 0 |

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|---|--|-----|---|
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>World Geography and Cultures</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008 <i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015 Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018 | Yes | 0 |
| | Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008 | Yes | 0 |
| Foreign Language | All 7-12 World language books are provided one per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | <i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017 <i>Adventures in Japanese 1 & 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021 Adopted EGUSD 2021 | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: <i>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000 <i>Yokoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007 <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019 | Yes | 0 |
| Visual and Performing Arts | | | |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018 | Yes | 0 |

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|---|--|-----|---|
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018 | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | | |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | <i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. | | |

School Facility Conditions and Planned Improvements (School Year 2021 - 2022)

William Daylor High School was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997. The facility consists of 14 classrooms, a multi-purpose room, administrative offices that house the principal, vice-principal, registrar and data processor. There is an office for the counselor, and an office for the custodian. In addition, there is a computer lab, science facility, wood shop, art facility, a pre-school and a Child Development Center with an adjoining play area, basketball court and baseball field. Presently Daylor's staff consists of a Principal, Vice-Principal, secretary, data processor, counselor, registrar, custodian, campus supervisor, RSP teacher, eight teachers, a Pregnant & Parenting teacher and a Project Implementer.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2021 - 2022)

Year and month of the most recent FIT report : 8/17/2021

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

Overall Facility (School Year 2021 - 2022)

Year and month of the most recent FIT report: 8/17/2021

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| x | | | |

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodian works with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

The district conducted a study of all district facilities, including those at this site and a district master plan was developed and approved by the School Board. Additional recommendations will be made to the School Board for further action. Parent and community input regarding the needs of the site is welcome and can be provided to the school's principal.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. CAA 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 assessments for 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.

- **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.

CAASPP Test Results in English Language Arts/Literacy (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 Standards

| Subject | School 2019 - 2020 | School 2020 - 2021 | District 2019 - 2020 | District 2020 - 2021 | State 2019 - 2020 | State 2020 - 2021 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| 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 |

Note: 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.

Note: 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.

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 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 30 | 6 | 20.00 | 80.00 | -- |
| Female | 11 | 2 | 18.18 | 81.82 | -- |
| Male | 19 | 4 | 21.05 | 78.95 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 3 | 25.00 | 75.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | 6 | 24.00 | 76.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

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 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 31 | 11 | 35.48 | 64.52 | 0.00 |
| Female | 11 | 6 | 54.55 | 45.45 | -- |
| Male | 20 | 5 | 25.00 | 75.00 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 5 | 41.67 | 58.33 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 9 | 34.62 | 65.38 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Local Assessment Test Results in ELA by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level * |
|---|------------------|---------------|----------------|--------------------|-----------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only 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.

Local Assessment Test Results in Mathematics by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only 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.

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 2019 - 2020 | School 2020 - 2021 | District 2019 - 2020 | District 2020 - 2021 | State 2019 - 2020 | State 2020 - 2021 |
|--|--------------------|--------------------|----------------------|----------------------|-------------------|-------------------|
| Science (grades 5, 8, and high school) | N/A | N/T | N/A | 0% | N/A | 28.72% |

Note: 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.

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

CAASPP Test Results in Science by Student Group
 Grades Five, Eight, and High School
 (School Year 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 52 | NT | NT | NT | NT |
| Female | 22 | NT | NT | NT | NT |
| Male | 30 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 17 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 20 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 37 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Career Technical Education Programs (School Year 2021 - 2022)

Career Technical Education (CTE) provides opportunities for WDHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile.

WDHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: High Quality Career Pathways (HQCP) and Explore CTE Programs. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. In 2019-20 WDHS offered two CTE programs: Careers with Children (Explore CTE) and the Building Trades Pathway (HQCP). Students who complete the Careers with Children course are ready to enter the workforce or apply the college credits earned towards continuing their education in college. Careers with Children is open to students across the district. The Building & Trades Pathway leads into residential construction and trades. Both pathways offer work-based learning opportunities and industry-recognized certification when available. EGUSD's Department of College and Career Connections supports WDHS's CTE programs through strategic planning, oversight, and professional development.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, or other means. We measure the success of the program by the certificates of completion earned based on the number of units students complete, and the college credits earned. Through the Professional Learning Community teachers share academic goals and objectives for students. The CTE teachers integrate these academic goals into their coursework. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

Career Technical Education Participation (School Year 2020 - 2021)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 67 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 16.70% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020 - 2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.00% |
| 2019 - 2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

[California Physical Fitness Test Results \(School Year 2020 - 2021\)](#)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

[Opportunities for Parental Involvement \(School Year 2021 - 2022\)](#)

We value partnering with our parents to assure student success. Parents are encouraged to register for Synergy Parent Vue to continuously monitor their student's progress. Parents can also become involved at our school by volunteering, attending teacher conferences, becoming involved in the site's English Learners Advisory Committee, representing the school at district forums, and joining the School Site Council, attending other school activities. For more information on parent involvement opportunities, contact Mrs. Stewart at (916) 427-5428.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2018 - 2019 | School 2019 - 2020 | School 2020 - 2021 | District 2018 - 2019 | District 2019 - 2020 | District 2020 - 2021 | State 2018 - 2019 | State 2019 - 2020 | State 2020 - 2021 |
|-----------------|--------------------|--------------------|--------------------|----------------------|----------------------|----------------------|-------------------|-------------------|-------------------|
| Dropout Rate | 25.7% | 28.2% | 27.7% | 4.1% | 3.7% | 5.3% | 9.0% | 8.9% | 9.4% |
| Graduation Rate | 42.9% | 56.4% | 25.5% | 89.3% | 91.5% | 88.2% | 84.5% | 84.2% | 83.6% |

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020 - 2021)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 47 | 12 | 25.5 |
| Female | 21 | 6 | 28.6 |
| Male | 26 | 6 | 23.1 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | 15 | 2 | 13.3 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 20 | 7 | 35.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 11 | 2 | 18.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 47 | 12 | 25.5 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

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>.

Chronic Absenteeism by Student Group (School Year 2020 - 2021)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 87 | 73 | 56 | 76.7 |
| Female | 35 | 30 | 23 | 76.7 |
| Male | 52 | 43 | 33 | 76.7 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 8 | 8 | 7 | 87.5 |
| Black or African American | 23 | 20 | 17 | 85.0 |
| Filipino | 1 | 1 | 1 | 100.0 |
| Hispanic or Latino | 36 | 28 | 19 | 67.9 |
| Native Hawaiian or Pacific Islander | 6 | 5 | 4 | 80.0 |
| Two or More Races | 4 | 3 | 3 | 100.0 |
| White | 9 | 8 | 5 | 62.5 |
| English Learners | 19 | 17 | 13 | 76.5 |
| Foster Youth | 2 | 2 | 1 | 50.0 |
| Homeless | 7 | 5 | 4 | 80.0 |
| Socioeconomically Disadvantaged | 78 | 66 | 50 | 75.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 8 | 7 | 7 | 100.0 |

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2018 - 2019 | School 2020 - 2021 | District 2018 - 2019 | District 2020 - 2021 | State 2018 - 2019 | State 2020 - 2021 |
|-------------|--------------------|--------------------|----------------------|----------------------|-------------------|-------------------|
| Suspensions | 11.05% | 0.00% | 5.06% | 0.12% | 3.47% | 0.20% |
| Expulsions | 0.00% | 0.0% | 0.05% | 0.00% | 0.08% | 0.00% |

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.

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019 - 2020 | District 2019 - 2020 | State 2019 - 2020 |
|-------------|--------------------|----------------------|-------------------|
| Suspensions | 10.95% | 4.02% | 2.45% |
| Expulsions | 0.00% | 0.03% | 0.05% |

Note: 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.

Suspensions and Expulsions by Student Group (School Year 2020 - 2021)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 0.00% | 0.00% |
| Non-Binary | 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 | 0.00% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 0.00% | 0.00% |

School Safety Plan (School Year 2021 - 2022)

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in September, 2021. Assigned staff secure the campus and provide supervision before, during, and after school. Visitors are required to check into the front office to sign in. All staff are trained in emergency procedures. The "Comprehensive Safe School Plan" which outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Random periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018 - 2019)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 8 | 18 | | |
| Mathematics | 10 | 4 | | |
| Science | 10 | 8 | | |
| Social Science | 10 | 15 | 1 | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019 - 2020)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 8 | 20 | | |
| Mathematics | 11 | 5 | | |
| Science | 9 | 8 | | |
| Social Science | 8 | 16 | | |

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020 - 2021)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English | 8 | 7 | | |
| Mathematics | 9 | 4 | | |
| Science | 5 | 3 | | |
| Social Science | 6 | 8 | | |

* 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.

[Ratio of Pupils to Academic Counselors \(School Year 2020 - 2021\)](#)

| Title | Ratio |
|---------------------------------------|-------|
| Pupils to Academic Counselors* | 48 |

*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.

[Student Support Services Staff \(School Year 2020 - 2021\)](#)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0.2 |

* 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.

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2019 - 2020\)](#)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|--|------------------------------|---|--|------------------------|
| School Site | \$30,760 | \$1,804 | \$28,956 | \$73,604 |
| District | N/A | N/A | \$7,183 | \$81,393 |
| Percent Difference - School Site and District | N/A | N/A | 120.50% | -10.05% |
| State | N/A | N/A | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | 109.69% | -13.98% |

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

[Types of Services Funded \(Fiscal Year 2021 - 2022\)](#)

At our school we have highly qualified staff to assist students with special learning needs. Our resource teacher not only provides support for special education students, but also general education students who need additional support to meet the standards. Our teachers are equipped with specialize strategies to assure our EL students are successful. The Pregnant and Parenting Teen program provides support for our teen parents and a resource for the children of our students. Opportunities for credit recovery have been expanded, and students can take additional classes through extended day. The students are supported by Project Success, which provides a Program Implementer on site to help educate students about the impact of alcohol, tobacco and other drugs and to make positive choices for themselves. Students may also participate in Career and Technical Education Pathways, which provides them with job skill training.

Teacher and Administrative Salaries (Fiscal Year 2019 - 2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,193 | \$50,897 |
| Mid-Range Teacher Salary | \$67,621 | \$78,461 |
| Highest Teacher Salary | \$98,138 | \$104,322 |
| Average Principal Salary (Elementary) | \$125,579 | \$131,863 |
| Average Principal Salary (Middle) | \$122,900 | \$137,086 |
| Average Principal Salary (High) | \$133,715 | \$151,143 |
| Superintendent Salary | \$363,331 | \$297,037 |
| Percent of Budget for Teacher Salaries | 35.00% | 32.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

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

Advanced Placement (AP) Courses (School Year 2020 - 2021)

Percent of Students in AP Courses: 0%

| 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 |
| Total AP Courses Offered* | 0 |

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

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Professional development has centered around the implementation of the Common Core Standards and providing High Quality Instruction. Our teachers are attending training provided by the district. In addition, professional development around High Quality Instruction and instructional strategies to assure academic achievement for all students. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet monthly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

| | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
|--|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 6 |

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020-2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020-2021 school year and the 2020-2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020-2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level 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 2020 - 2021)

| LEAwide | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 30 | 6 | 20.00 | 80.00 | -- |
| Female | 11 | 2 | 18.18 | 81.82 | -- |
| Male | 19 | 4 | 21.05 | 78.95 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 3 | 25.00 | 75.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 25 | 6 | 24.00 | 76.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

LEA-Level 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 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 31 | 11 | 35.48 | 64.52 | 0.00 |
| Female | 11 | 6 | 54.55 | 45.45 | -- |
| Male | 20 | 5 | 25.00 | 75.00 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 5 | 41.67 | 58.33 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 9 | 34.62 | 65.38 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

LEA-Level Local Assessment Test Results in ELA by Student Group
 Assessment Name(s): N/A
 Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level * |
|---|------------------|---------------|----------------|--------------------|-----------------------------------|
| LEAwide | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

LEA-Level Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020 - 2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---|------------------|---------------|----------------|--------------------|---------------------------------|
| LEAwide | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.