

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

**For: T. R. Smedberg Middle School**

**Address:** 8239 Kingsbridge Dr, Sacramento, CA 95829  
**Principal:** Richard Wall

**Phone:** 916-681-7525  
**Grade Span:** 7-8

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                      | T. R. Smedberg Middle School |
| Street                           | 8239 Kingsbridge Dr          |
| City, State, Zip                 | Sacramento, CA 95829         |
| Phone Number                     | 916-681-7525                 |
| Principal                        | Richard Wall                 |
| E-mail Address                   | RWall@egusd.net              |
| Web Site                         | http://sms.egusd.net         |
| County-District-School(CDS) Code | 34673146113831               |

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

T. R. Smedberg Middle School serves 7th and 8th grade students in the Sheldon High School region of the Elk Grove Unified School District. We are the home of The Wolverines and our diverse student population receives a wide variety of learning experiences that will prepare students for success in high school and beyond. We recognize that not all students are in the same place with their academic skills. Students who demonstrate a need for additional support are enrolled in intervention classes and receive additional help in after-school programs; students who demonstrate skills "above the norm" have opportunities to continue to excel in honors classes, our GATE program and academic competition teams such as Science Olympiad, Mathletes and Cyberpatriot. With Sheldon High school next door, Smedberg students can participate in the high school orchestra or take a variety of World Language classes including Spanish and Japanese. Additionally, Smedberg provides a vibrant Vocational, Visual and Performing Arts (VVAPA) program in the classroom. Students learn vocational skills in our fully equipped Woodshop and Computer classes or explore the performing arts through our fully staffed dance, theater, or music programs. Our arts program includes beginning and intermediate learning opportunities. To further develop the whole student, Smedberg has incorporated time into the regular school schedule for clubs to meet on campus once a week. Students participate in a wide variety of clubs, including: Ukulele, The Asian Association, Golf, Dumbledore's Army, Black Student Union, Chess, or over 20 other clubs that are sponsored by Smedberg teachers.

We appreciate and celebrate the wealth of diversity our students bring to our school. At Smedberg, we rise to the challenge of providing all of our students with a quality education that will equip them to realize their greatest potential.

Richard Wall  
Principal  
T.R. Smedberg Middle School

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                 | 617                |
| Grade 8                 | 569                |
| Grade 9                 | 0                  |
| Grade 10                | 0                  |
| Grade 11                | 0                  |
| Grade 12                | 0                  |
| <b>Total Enrollment</b> | <b>1186</b>        |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 47.50%                      |
| Male                                | 52.50%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.80%                       |
| Asian                               | 33.90%                      |
| Black or African American           | 12.50%                      |
| Filipino                            | 6.40%                       |
| Hispanic or Latino                  | 23.60%                      |
| Native Hawaiian or Pacific Islander | 1.60%                       |
| Two or More Races                   | 7.90%                       |
| White                               | 13.20%                      |
| English Learners                    | 11.50%                      |
| Foster Youth                        | 0.40%                       |
| Homeless                            | 0.80%                       |
| Migrant                             | 0.00%                       |
| Socioeconomically Disadvantaged     | 53.80%                      |
| Students with Disabilities          | 11.60%                      |

## 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) | 49.3          | 92.9%          | 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)                      | 1.5           | 2.8%           | 44.7            | 1.6%             | 11216.7         | 4.1%          |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 1.2           | 2.3%           | 54.7            | 1.9%             | 12115.8         | 4.4%          |
| Unknown   | 1.0           | 1.9%           | 103.3           | 3.6%             | 18854.3         | 6.9%          |
| <b>Total Teaching Positions</b>   | <b>53.0</b>   | <b>100.0%</b>  | <b>2842.2</b>   | <b>100.0%</b>    | <b>274759.1</b> | <b>100.0%</b> |

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   | 1.5        |
| Vacant Positions   | 0.0        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.5</b> |

#### 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 | 0.9        |
| Local Assignment Options                               | 0.2        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.2</b> |

#### 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)              | 2.1%    |
| 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 |
|---|---|----------------------------|--|
| <b>Reading/Language Arts</b>  | 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><br>1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.</i><br>2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion.</i><br>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<br>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<br><i>CA StudySync</i> by McGraw Hill, © 2017<br>Adopted EGUSD 2017<br><br>10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016<br>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:<br>11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013<br>Adopted EGUSD 2015<br><br>12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016<br>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:<br><i>Theory of Knowledge</i> , Oxford University Press © 2020<br>Adopted EGUSD 2020<br><br><i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019;<br>Adopted EGUSD 2021   | Yes                        | 0  |
| <b>Mathematics</b>  | 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.<br>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<br>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<br><i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015;<br>Adopted EGUSD 2015<br><br>8th<br><i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015<br>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<br>Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015<br>Adopted EGUSD 2015<br><br><i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018<br>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:<br><i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015<br>Adopted EGUSD 2016   | Yes                        | 0  |

|  |   |     |   |
|--|---|-----|---|
|  | Calculus 11th edition, Cengage © 2018<br>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:<br><i>Calculus: Graphical, Numerical</i> , Pearson © 2016<br>Adopted EGUSD 2016<br><br><i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics<br>Adopted EGUSD 2020   | Yes | 0 |
| <b>Science</b>   | 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.<br>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)<br>1st - Big Book Package (3)<br>2nd - Investigation Notebook (3)<br>3rd - 5th Investigation Notebook (4)<br>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 &amp; Space Science</i><br>7th - <i>Life Science</i><br>8th - <i>Physical Science</i><br>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;<br>Adopted EGUSD 2002<br><br><i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS;<br>Adopted EGUSD 2006<br><br><i>Foundations in Microbiology</i> , McGraw Hill, © 2005<br>Adopted EGUSD 2008<br><br><i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson;<br>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;<br>Adopted EGUSD 2012<br><br><i>Chemistry: A Molecular Approach</i> , Pearson © 2014;<br>Adopted EGUSD 2013<br><br><i>College Physics, 9th Ed.</i> , Cengage © 2012<br>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:<br><br><i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014;<br><i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br><i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br>Adopted EGUSD 2015   | Yes | 0 |
| <b>History-Social Science</b>  | 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.<br>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><br>1st - <i>A Child's Place in Time and Space</i><br>2nd - <i>People Who Make a Difference</i><br>3rd - <i>Continuity and Change</i><br>4th - <i>California: A Changing State</i><br>5th - <i>US History: Making a New Nation</i><br>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><br>7th - <i>Medieval to Early Modern Times</i><br>8th - <i>United States History &amp; Geography</i><br>Adopted EGUSD 2019   | Yes | 0 |

|   |  |     |   |
|---|--|-----|---|
| 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<br>Adopted EGUSD 2008<br><br><i>World History Culture &amp; Geography: The Modern World</i> © 2019,<br><i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019,<br><i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill<br>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<br><br><i>Essentials of Comparative Politics</i> , W.W. Norton © 2015<br>Adopted EGUSD 2016<br><br><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;<br>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:<br><i>History of the Americas</i> © 2015;<br>Adopted EGUSD 2017<br><br><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press<br>Adopted EGUSD 2018  | Yes | 0 |
|   | Supplemental for English Learners<br><i>World Geography &amp; Cultures</i> © 2002, Pacemaker Series, AGS Globe Fearon;<br>Adopted EGUSD 2008   | Yes | 0 |
| <b>Foreign Language</b>   | 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;<br>Adopted EGUSD 2017<br><br><i>Adventures in Japanese 1 &amp; 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<br><br>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:<br><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<br>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;<br>Adopted EGUSD 2000<br><br><i>Yokoso!</i> McGraw-Hill © 2006;<br>Adopted EGUSD 2007<br><br><i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press<br>Adopted EGUSD 2019   | Yes | 0 |
| <b>Visual and Performing Arts</b>   |  |     |   |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.  | 7th-8th:<br><i>Tradition of Excellence</i> , Beacon Music © 2011;<br>Adopted EGUSD 2018  | Yes | 0 |
|   | 9-12th:<br><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;<br>Adopted EGUSD 2018 | Yes | 0 |

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

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

T. R. Smedberg opened in 1997. The facility includes 42 classrooms, a fully functional, state of the art woodshop, a dance studio, a band/choir room, a multipurpose room, a main and auxiliary gym, a library, and an administration building.

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 : 5/22/2021

| System Inspected  | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|------|------|------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | x    |      |      | N/A                                       |
| <b>Interior:</b> Interior Surfaces                                      | x    |      |      | N/A                                       |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | x    |      |      | N/A                                       |
| <b>Electrical:</b> Electrical   | x    |      |      | N/A                                       |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | x    |      |      | N/A                                       |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | x    |      |      | N/A                                       |
| <b>Structural:</b> Structural Damage, Roofs                             | x    |      |      | N/A                                       |
| <b>External:</b> 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: 5/22/2021

**Overall Rating**

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

Smedberg's site custodial team works with the district's Maintenance and Grounds departments to ensure that our school site is maintained at suitable 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 to the district team. Emergency repairs are immediately resolved by either the school staff or district maintenance staff. The school's custodians work as a team with site administration 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 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.

No facilities projects taking place at this time.

## 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<br>2019 - 2020 | School<br>2020 - 2021 | District<br>2019 - 2020 | District<br>2020 - 2021 | State<br>2019 - 2020 | State<br>2020 - 2021 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | N/A                   | N/A                   | N/A                     | N/A                     | N/A                  | N/A                  |
| Mathematics<br>(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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 1191             | 968           | 81.28          | 18.72              | 53.32                   |
| <b>Female</b>  | 564              | 468           | 82.98          | 17.02              | 61.42                   |
| <b>Male</b>  | 627              | 500           | 79.74          | 20.26              | 45.76                   |
| <b>American Indian or Alaska Native</b>              | 11               | 7             | --             | 36.36              | --                      |
| <b>Asian</b>   | 406              | 363           | 89.41          | 10.59              | 62.01                   |
| <b>Black or African American</b>                     | 150              | 94            | 62.67          | 37.33              | 40.45                   |
| <b>Filipino</b>                                      | 69               | 57            | 82.61          | 17.39              | 64.91                   |
| <b>Hispanic or Latino</b>                            | 279              | 230           | 82.44          | 17.56              | 40.38                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 17               | 17            | 100.00         | 0.00               | 47.06                   |
| <b>Two or More Races</b>                             | 99               | 73            | 73.74          | 26.26              | 60.56                   |
| <b>White</b>   | 160              | 127           | 79.38          | 20.62              | 52.85                   |
| <b>English Learners</b>                              | 135              | 103           | 76.30          | 23.70              | 11.11                   |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 30               | 10            | 33.33          | 66.67              | --                      |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 323              | 243           | 75.23          | 24.77              | 39.66                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 143              | 93            | 65.03          | 34.97              | 17.58                   |

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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 1191             | 818           | 68.68          | 31.32              | 38.24                   |
| <b>Female</b>  | 564              | 405           | 71.81          | 28.19              | 39.11                   |
| <b>Male</b>  | 627              | 413           | 65.87          | 34.13              | 37.38                   |
| <b>American Indian or Alaska Native</b>              | 11               | 6             | --             | 45.45              | --                      |
| <b>Asian</b>   | 406              | 323           | 79.56          | 20.44              | 50.78                   |
| <b>Black or African American</b>                     | 150              | 72            | 48.00          | 52.00              | 24.29                   |
| <b>Filipino</b>                                      | 69               | 55            | 79.71          | 20.29              | 50.00                   |
| <b>Hispanic or Latino</b>                            | 279              | 170           | 60.93          | 39.07              | 19.41                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 17               | 17            | 100.00         | 0.00               | 35.29                   |
| <b>Two or More Races</b>                             | 99               | 62            | 62.63          | 37.37              | 42.37                   |
| <b>White</b>   | 160              | 113           | 70.63          | 29.37              | 33.33                   |
| <b>English Learners</b>                              | 135              | 83            | 61.48          | 38.52              | 7.32                    |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 30               | 8             | 26.67          | 73.33              | --                      |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 323              | 188           | 58.20          | 41.80              | 31.18                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 143              | 76            | 53.15          | 46.85              | 13.51                   |

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                                  | 576              | NT            | NT             | NT                 | NT                      |
| Female  | 267              | NT            | NT             | NT                 | NT                      |
| Male  | 309              | NT            | NT             | NT                 | NT                      |
| American Indian or Alaska Native              | --               | NT            | NT             | NT                 | NT                      |
| Asian   | 180              | NT            | NT             | NT                 | NT                      |
| Black or African American                     | 63               | NT            | NT             | NT                 | NT                      |
| Filipino                                      | 45               | NT            | NT             | NT                 | NT                      |
| Hispanic or Latino                            | 144              | NT            | NT             | NT                 | NT                      |
| Native Hawaiian or Pacific Islander           | --               | NT            | NT             | NT                 | NT                      |
| Two or More Races                             | 47               | NT            | NT             | NT                 | NT                      |
| White   | 84               | NT            | NT             | NT                 | NT                      |
| English Learners                              | 54               | NT            | NT             | NT                 | NT                      |
| Foster Youth                                  | --               | NT            | NT             | NT                 | NT                      |
| Homeless                                      | 12               | NT            | NT             | NT                 | NT                      |
| Military                                      | --               | NT            | NT             | NT                 | NT                      |
| Socioeconomically Disadvantaged               | 156              | NT            | NT             | NT                 | NT                      |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 62               | NT            | NT             | NT                 | NT                      |

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

## 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 encourage family direct participation in a variety of ways including parent education nights and on-campus activities. Through Smedberg's School Site Council, parents play an important role in developing our site plan, including educational programs and the spending of school funds. To be involved, parents/guardians can contact Kristan Manning, the School Secretary, at 916-681-7525 or by email at [kmanning@egusd.net](mailto:kmanning@egusd.net) to learn more on how they can participate. Tenemos una secretaria que habla Español y puede ayudar a traducir.

### 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 | 18.88%             | 0.82%              | 5.06%                | 0.12%                | 3.47%             | 0.20%             |
| Expulsions  | 0.16%              | 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 | 13.29%             | 4.02%                | 2.45%             |
| Expulsions  | 0.16%              | 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                                  | 0.82%            | 0.00%           |
| Female  | 0.52%            | 0.00%           |
| Male  | 1.08%            | 0.00%           |
| Non-Binary                                    | 0.00%            | 0.00%           |
| American Indian or Alaska Native              | 0.00%            | 0.00%           |
| Asian   | 0.25%            | 0.00%           |
| Black or African American                     | 3.82%            | 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                             | 2.06%            | 0.00%           |
| White   | 0.60%            | 0.00%           |
| English Learners                              | 0.00%            | 0.00%           |
| Foster Youth                                  | 0.00%            | 0.00%           |
| Homeless                                      | 6.25%            | 0.00%           |
| Socioeconomically Disadvantaged               | 0.59%            | 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)

The safety of our students is a top priority for us. We know that when students feel safe, they are free to focus on learning. Expectations for student behavior are clearly explained in the student handbook and reviewed regularly in Advocacy class. In line with state mandates, the school regularly conducts fire, earthquake, and intruder drills. With access limited to the front office, our staff ensures that all visitors sign-in, wear ID, and go straight to and from designated locations. The School Safety Plan is revised annually by staff and parents. Included in the plan are monitoring practices that not only address student safety during school hours, but before and after school as well. The final draft of the current School Safety Plan was adopted by Smedberg's School Site Council in January, 2022.

## 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*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 27                 | 12                         | 16                          | 16                        |
| Mathematics    | 24                 | 11                         | 17                          | 1                         |
| Science        | 29                 | 5                          | 2                           | 14                        |
| Social Science | 32                 | 2                          | 4                           | 12                        |

\* 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*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 30                 | 5                          | 17                          | 15                        |
| Mathematics    | 25                 | 4                          | 24                          |                           |
| Science        | 27                 | 4                          | 11                          | 7                         |
| Social Science | 30                 | 2                          | 8                           | 9                         |

\* 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*<br>1-22 | Number of Classes*<br>23-32 | Number of Classes*<br>33+ |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|
| English        | 30                 | 6                          | 14                          | 18                        |
| Mathematics    | 23                 | 12                         | 15                          | 2                         |
| Science        | 30                 | 3                          | 4                           | 13                        |
| Social Science | 31                 | 2                          | 7                           | 10                        |

\* 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 |
|---------------------------------------|-------|
| <b>Pupils to Academic Counselors*</b> | 338.9 |

\*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 |
|--|-----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 3.5                               |
| <b>Library Media Teacher (Librarian)</b>                             | 1                                 |
| <b>Library Media Services Staff (paraprofessional)</b>               | 0                                 |
| <b>Psychologist</b>  | 0                                 |
| <b>Social Worker</b>   | 0                                 |
| <b>Nurse</b>   | 0                                 |
| <b>Speech/Language/Hearing Specialist</b>                            | 0                                 |
| <b>Resource Specialist (non-teaching)</b>                            | 0                                 |
| <b>Other</b>   | 0.7                               |

\* 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 |
|--|------------------------------|---|--|------------------------|
| <b>School Site</b>                                   | \$7,781                      | \$1,176   | \$6,605                                      | \$79,872               |
| <b>District</b>                                      | N/A                          | N/A   | \$7,183                                      | \$81,393               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A   | -8.38%                                       | -1.89%                 |
| <b>State</b>   | N/A                          | N/A   | \$8,444                                      | \$84,665               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A   | -24.44%                                      | -5.83%                 |

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

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

At Smedberg Middle School, our Special Education teachers work collaboratively with our General Education teachers by consulting with them and working in tandem with them in the classroom. While in their own classroom, Special Education teachers specialize in working with small groups of students, utilizing strategies that address the specific learning needs of students. Additionally, English Language (EL) students are provided direct English Language Development instruction or specialized instruction in EL classes if they are new to our country. Additional support for EL students is provided through our after school EL Academic Support Program.

### 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/>.

### Professional Development

Smedberg teachers have received training from the district in the critical elements of the Common Core instruction and curriculum. Teachers continue to be trained in strategies that engage students in the critical thinking and knowledge application skills required by the Common Core. In addition, the staff has received training in instructional strategies to meet the needs of English Language Learning students as well as supporting the social/emotional needs of all students. The district also offers a variety of professional growth opportunities for our support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes and receive training in job skills and techniques that will make them more effective and efficient in their work.

|   | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4           | 4           | 4           |

## 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                                  | 1191             | 968           | 81.28          | 18.72              | 53.32                   |
| Female  | 564              | 468           | 82.98          | 17.02              | 61.42                   |
| Male  | 627              | 500           | 79.74          | 20.26              | 45.76                   |
| American Indian or Alaska Native              | 11               | 7             | --             | 36.36              | --                      |
| Asian   | 406              | 363           | 89.41          | 10.59              | 62.01                   |
| Black or African American                     | 150              | 94            | 62.67          | 37.33              | 40.45                   |
| Filipino                                      | 69               | 57            | 82.61          | 17.39              | 64.91                   |
| Hispanic or Latino                            | 279              | 230           | 82.44          | 17.56              | 40.38                   |
| Native Hawaiian or Pacific Islander           | 17               | 17            | 100.00         | 0.00               | 47.06                   |
| Two or More Races                             | 99               | 73            | 73.74          | 26.26              | 60.56                   |
| White   | 160              | 127           | 79.38          | 20.62              | 52.85                   |
| English Learners                              | 135              | 103           | 76.30          | 23.70              | 11.11                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 30               | 10            | 33.33          | 66.67              | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 323              | 243           | 75.23          | 24.77              | 39.66                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 143              | 93            | 65.03          | 34.97              | 17.58                   |

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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 1191             | 818           | 68.68          | 31.32              | 38.24                   |
| <b>Female</b>  | 564              | 405           | 71.81          | 28.19              | 39.11                   |
| <b>Male</b>  | 627              | 413           | 65.87          | 34.13              | 37.38                   |
| <b>American Indian or Alaska Native</b>              | 11               | 6             | --             | 45.45              | --                      |
| <b>Asian</b>   | 406              | 323           | 79.56          | 20.44              | 50.78                   |
| <b>Black or African American</b>                     | 150              | 72            | 48.00          | 52.00              | 24.29                   |
| <b>Filipino</b>                                      | 69               | 55            | 79.71          | 20.29              | 50.00                   |
| <b>Hispanic or Latino</b>                            | 279              | 170           | 60.93          | 39.07              | 19.41                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 17               | 17            | 100.00         | 0.00               | 35.29                   |
| <b>Two or More Races</b>                             | 99               | 62            | 62.63          | 37.37              | 42.37                   |
| <b>White</b>   | 160              | 113           | 70.63          | 29.37              | 33.33                   |
| <b>English Learners</b>                              | 135              | 83            | 61.48          | 38.52              | 7.32                    |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 30               | 8             | 26.67          | 73.33              | --                      |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 323              | 188           | 58.20          | 41.80              | 31.18                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 143              | 76            | 53.15          | 46.85              | 13.51                   |

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.