## School Accountability Report CardReported Using Data from the 2020–2021 School Year

**California Department of Education**

*For Aldar Academy*

**Address:** 4436 Engle Road, Saramento, CA **Phone: (916) 485-9685**

**Principal:** Daniel Ramirez **Grade Span:** K-12

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

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

**DataQuest**

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

**California School Dashboard**

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

**Internet Access**

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

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

### About This School

#### Table 1: District Contact Information (School Year 2021–2022)

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

#### Table 2: School Contact Information (School Year 2021–2022)

| **Entity** | **Contact Information** |
| --- | --- |
| **School Name** | Aldar Academy |
| **Street** | 4436 Engle Road |
| **City, State, Zip** | Sacramento, Ca 95821 |
| **Phone Number** | 916-485-9685 |
| **Principal** | Daniel Ramirez |
| **Email Address** | dramirez@aldaracademy.org |
| **Website** | [www.aldaracademy.org](http://www.aldaracademy.org) |
| **County-District-School (CDS) Code** | [DPC] |

#### Table 3: School Description and Mission Statement (School Year 2021–2022)

Our Mission: *We are motivated by our principles to make these commitments to our
students: We will create a safe environment that enables students to develop a positive self-image, take personal responsibility, grow academically, and equip them with the tools to make successful transitions."*

*Aldar Academy is WASC certified through June 2021. Our ESLRs are:*

1. Communicate Effectively
2. Socially Responsible, Productive Member of Society
3. Solve Problems and Make Decisions
4. Demonstrate Academic Competency
5. Take Personal Responsibility

#### Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

| **Grade Level** | **Number of Students** |
| --- | --- |
| **Kindergarten** | 0 |
| **Grade 1** | 0 |
| **Grade 2** | 1 |
| **Grade 3** | 3 |
| **Grade 4** | 3 |
| **Grade 5** | 10 |
| **Grade 6** | 7 |
| **Grade 7** | 4 |
| **Grade 8** | 6 |
| **Grade 9** | 4 |
| **Grade 10** | 5 |
| **Grade 11** | 5 |
| **Grade 12** | 13 |
| **Total Enrollment** | 61 |

#### Table 5: Student Enrollment by Student Group (School Year 2020–2021)

| **Student Group** | **Percent ofTotal Enrollment** |
| --- | --- |
| **Female** | 15 |
| **Male** | 46 |
| **Non-Binary** | 0 |
| **American Indian or Alaska Native**  | 5 |
| **Asian**  | 4 |
| **Black or African American**  | 11 |
| **Filipino**  | 0 |
| **Hispanic or Latino** | 17 |
| **Native Hawaiian or Pacific Islander**  | 2 |
| **Two or More Races**  | 1 |
| **White**  | 22 |
| **English Learners** | 6 |
| **Foster Youth** | 4 |
| **Homeless** | 0 |
| **Migrant** | 0 |
| **Socioeconomically Disadvantaged** | 45 |
| **Students with Disabilities** | 61 |

### Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

#### Table 6: Teacher Preparation and Placement (School Year 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)** | 5 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Intern Credential Holders Properly Assigned** | 2 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Unknown** | 0 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Total Teaching Positions** | 7 | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

#### Table 7: Teachers Without Credentials and Misassignments

**(considered “ineffective” under ESSA) (School Year 2019–2020)**

| **Authorization/Assignment**  | **Number** |
| --- | --- |
| **Permits and Waivers**  | [DPC] |
| **Misassignments**  | [DPC] |
| **Vacant Positions** | [DPC] |
| **Total Teachers Without Credentials and Misassignments** | [DPC] |

#### Table 8: 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** | [DPC] |
| **Local Assignment Options** | [DPC] |
| **Total Out-of-Field Teachers** | [DPC] |

#### Table 9: 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)** | [DPC] |
| **No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)** | [DPC] |

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

#### Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

***Year and month in which the data were collected:***[DPL]

| **Subject** | **Textbooks and Other Instructional Materials/year of Adoption** | **From Most Recent Adoption?** | **Percent Students Lacking Own Assigned Copy** |
| --- | --- | --- | --- |
| **Reading/Language Arts** | [DPL] | [DPL] | [DPL] |
| **Mathematics** | [DPL] | [DPL] | [DPL] |
| **Science** | [DPL] | [DPL] | [DPL] |
| **History-Social Science** | [DPL] | [DPL] | [DPL] |
| **Foreign Language** | [DPL] | [DPL] | [DPL] |
| **Health** | [DPL] | [DPL] | [DPL] |
| **Visual and Performing Arts** | [DPL] | [DPL] | [DPL] |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | [DPL] |

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

#### Table 11: School Facility Conditions and Planned Improvements

**[Narrative provided by the LEA]**

*[Using the* ***most recently collected*** *Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

#### Table 12: School Facility Good Repair Status

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

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

***Year and month of the most recent FIT report:*** [DPL]

School grounds are maintained weekly by a Landscaping Service. The interior buildings are completely cleaned every night by a janitorial service. The safety team reviews the grounds monthly for repairs. The building and grounds are in excellent condition and maintained well. The buildings were purchased in 2004. The main building was built in1976. The mulit-purpose room addition was completed in 1992. There is a capacity for 10 classrooms, currently we are using 7. Twice a year the buildings are painted, updated, all carpets are cleaned and overall maintenance of the heating, air, fire and alarm systems are checked. In October 2011 the Kitchen facility was upgraded with commercial equipment, including a new oven/range and a hood with fire extinguisher capabilities. The entire HVAC system will be upgraded in November 2015. A new playground structure was installed in August 2018.

New floors were installed in July 2020. A new fire alarm system was installed in August 2020. New HVAC units install September 2021.

For student and staff safety, all persons must sign-in and out in the front office and receive a visitor badge to enter campus.

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

#### Overall Facility Rate

***Year and month of the most recent FIT report:*** [DPL]

#### Table 13: Overall Rating

| **Exemplary** | **Good** | **Fair** | **Poor** |
| --- | --- | --- | --- |
| [DPL] | x | [DPL] | [DPL] |

### Pupil Outcomes

#### State Priority: Pupil Achievement

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

* **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
* **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative 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.

#### Table 14: CAASPP Test Results in ELA and Mathematics for All Students

**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

**Percentage of Students Meeting or Exceeding the State Standard**

| **Subject** | **School 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.

#### Table 15: **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** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Military** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

Note: 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.

#### Table 16: **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** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Military** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

Note: 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.

#### **Table 17: Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):** [DPL]

**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** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Female** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Male** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **American Indian or Alaska Native** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Asian** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Black or African American**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Filipino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Hispanic or Latino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Native Hawaiian or Pacific Islander** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Two or More Races** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **White** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **English Learners** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Foster Youth** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Homeless** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Military** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Socioeconomically Disadvantaged** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students Receiving Migrant Education Services** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students with Disabilities**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |

\*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.

#### **Table 18: Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):** [DPL]

**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** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Female** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Male** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **American Indian or Alaska Native** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Asian** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Black or African American**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Filipino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Hispanic or Latino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Native Hawaiian or Pacific Islander** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Two or More Races** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **White** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **English Learners** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Foster Youth** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Homeless** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Military** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Socioeconomically Disadvantaged** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students Receiving Migrant Education Services** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students with Disabilities**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |

\*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.

#### Table 19: 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 | [DPC] | N/A | [DPC] | N/A | [DPC] |

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.

#### **Table 20: 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** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Military** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

#### Table 21: Career Technical Education Programs (School Year 2020–2021)

Workability Program (WP)

The Workplace Learning Experience has seen many changes over the last few years, not only in staffing, but also in the model of delivery. This program works to provide students with the knowledge, experience, and skills necessary to find gainful employment in the retail, customer service, and landscaping industries. The program is a collaborative effort between Aldar Academy and local schools and businesses. During the WorkAbility Program students receive classroom instruction and hands-on experience in the following areas:

\*Landscaping Program: landscape gardening, grounds keeping, and nursery work.

\*Big Lots: retail stocking, public interactions, and teamwork.

\* Safeway: Food donation sorting and service volunteer efforts in the local community.

\* Trader Joes: Food donation sorting and service volunteer efforts in the local community.

\* Go-Thrift Store: Local thrift store which provides training in sorting, labeling, and customer service skills.

\* Cornerhouse Print: California Based Screen Print - Garment & Branding Company

The curriculum is based on an integrated model in which each of the core subject areas focus on the same related topic of instruction every week. Students do not only learn about key concepts in math, English, science, history, and career planning in the coursework. These classes also allow them to turn “theory into practice” through hands-on experience, and to gain a confidence and understanding that can only come from practical experience. Speech language pathologists use “The Communication Circle” as a strategy for interviewing skills, along with thought maps and organized speech. Beyond subject area knowledge and hands-on experience, Aldar Academy focuses on teaching students about the value of taking personal responsibility, a good work ethic, having a positive attitude, and the importance of teamwork.

#### Table 22: Career Technical Education (CTE) Participation

**(School Year 2020–2021)**

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

#### Table 23: 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** | [DPC] |
| **2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission** | [DPC] |

#### State Priority: Other Pupil Outcomes

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

* Pupil outcomes in the subject area of physical education

#### Table 24: California Physical Fitness Test Results (School Year 2020–2021)

| **Grade Level** | **Percentage of Students Meeting Four of SixFitness Standards** | **Percentage of Students Meeting Five of SixFitness Standards** | **Percentage of Students Meeting Six of SixFitness 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 State priority: Parental Involvement (Priority 3):

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

#### Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Parent Connection

Aldar Academy is available to provide educational resources to parents. These resources can include Evening of Dreams, Dress for Success, Mental Health Monthly Themes, Drugs & Alcohol Prevention, Gang Awareness, CPR for Families & Friends, Student Newsletter, etc. Our food program sends food home to our families at least 3 days per week. This helps connect our students and their families to Aldar Academy. We believe that our increased outreach to parents is what has contributed to our increased family involvement in and attendance at talent shows, assemblies, and other activities. Aldar Academy encourages students to take food/resources home to allow them the experience of providing for their family needs. The giving hand of Aldar Academy also reaches into the holiday seasons, providing food and care packages, including presents, holiday gift cards, and other assistive items.

#### State Priority: Pupil Engagement

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

* High school dropout rates;
* High school graduation rates; and
* Chronic Absenteeism

#### Table 26: 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** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Graduation Rate** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

#### Table 27: 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** | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] |
| **Non-Binary** | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] |

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

#### Table 28: 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** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] | [DPC] |

#### State Priority: School Climate

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

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

#### Table 29: 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** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Expulsions** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

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

#### Table 30: Suspensions and Expulsions 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** | [DPC] | [DPC] | [DPC] |
| **Expulsions** | [DPC] | [DPC] | [DPC] |

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.

#### Table 31: Suspensions and Expulsions by Student Group

**(School Year 2020–2021)**

| **Student Group** | **Suspensions Rate** | **Expulsions Rate** |
| --- | --- | --- |
| **All Students** | 0 | 0 |
| **Female** | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] |
| **Non-Binary** | [DPC] | [DPC] |
| **American Indian or Alaska Native**  | [DPC] | [DPC] |
| **Asian**  | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] |
| **Filipino**  | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander**  | [DPC] | [DPC] |
| **Two or More Races**  | [DPC] | [DPC] |
| **White**  | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] |
| **Students with Disabilities** | [DPC] | [DPC] |

#### Table 32: School Safety Plan (School Year 2021–2022)

The school safety plan is reviewed yearly and updated. Monthly a safety team meets to review the school safety plan and on-going concerns. A school plan, (Emergency Procedure Manual) is posted in each room on campus beside the existing door. The following key elements are covered: Safety Team, Crisis Response Team, Intruder on Campus, Fire, earthquake, bomb threat, flood, and tornado drills and procedures are covered.

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

#### Table 33: Average Class Size and Class Size Distribution (Elementary)

**(School Year 2018–2019)**

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

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

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

#### Table 34: Average Class Size and Class Size Distribution (Elementary)

**(School Year 2019–2020)**

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

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

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

#### Table 35: Average Class Size and Class Size Distribution (Elementary)

**(School Year 2020–2021)**

| **GradeLevel** | **Average Class Size** | **Number of Classes\* 1-20** | **Number of Classes\* 21-32** | **Number of Classes\* 33+** |
| --- | --- | --- | --- | --- |
| **K** | 0 | 1 | 0 | 0 |
| **1** | 0 | 1 | 0 | 0 |
| **2** | 1 | 1 | 0 | 0 |
| **3** | 3 | 1 | 0 | 0 |
| **4** | 3 | 1 | 0 | 0 |
| **5** | 10 | 1 | 0 | 0 |
| **6** | 7 | 1 | 0 | 0 |
| **Other\*\*** | [DPC] | 0 | 0 | 0 |

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

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

#### Table 36: Average Class Size and Class Size Distribution (Secondary)

**(School Year 2018–2019)**

| **Subject** | **AverageClassSize** | **Number of Classes\*1-22** | **Number of Classes\*23-32** | **Number of Classes\*33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 12 | 1 | 0 | 0 |
| **Mathematics** | 12 | 1 | 0 | 0 |
| **Science** | 12 | 1 | 0 | 0 |
| **Social Science** | 12 | 1 | 0 | 0 |

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

#### Table 37: Average Class Size and Class Size Distribution (Secondary)

**(School Year 2019–2020)**

| **Subject**  | **AverageClassSize** | **Number of Classes\*1-22** | **Number of Classes\*23-32** | **Number of Classes\*33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 12 | 1 | 0 | 0 |
| **Mathematics** | 12 | 1 | 0 | 0 |
| **Science** | 12 | 1 | 0 | 0 |
| **Social Science** | 12 | 1 | 0 | 0 |

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

#### Table 38: Average Class Size and Class Size Distribution (Secondary)

**(School Year 2020–2021)**

| **Subject** | **AverageClassSize** | **Number of Classes\*1-22** | **Number of Classes\*23-32** | **Number of Classes\*33+** |
| --- | --- | --- | --- | --- |
| **English Language Arts** | 12 | 1 | 0 | 0 |
| **Mathematics** | 12 | 1 | 0 | 0 |
| **Science** | 12 | 1 | 0 | 0 |
| **Social Science** | 12 | 1 | 0 | 0 |

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

#### Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

| **Title** | **Ratio** |
| --- | --- |
| **Pupils to Academic Counselor\*** | 15 |

\*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.

#### Table 40: Student Support Services Staff (School Year 2020–2021)

| **Title** | **Number of FTE\*Assigned to School** |
| --- | --- |
| **Counselor (Academic, Social/Behavioral or Career Development)** | 4 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0 |
| **Psychologist** | 0 |
| **Social Worker** | 1 |
| **Nurse** | 0 |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | 1 |
| **Other** | 3 |

\*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.

#### Table 41: Expenditures Per Pupil and School Site Teacher Salaries

**(Fiscal Year 2019–2020)**

| **Level** | **TotalExpendituresPer Pupil** | **ExpendituresPer Pupil(Restricted)** | **ExpendituresPer Pupil(Unrestricted)** | **AverageTeacherSalary** |
| --- | --- | --- | --- | --- |
| **School Site** | $35,532 | [DPL] | [DPL] | $50,000 |
| **District** | N/A | N/A | [DPL] | [DPC] |
| **Percent Difference – School Site and District** | N/A | N/A | [DPL] | [DPL] |
| **State** | N/A | N/A | [DPC] | [DPC] |
| **Percent Difference – School Site and State** | N/A | N/A | [DPL] | [DPL] |

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

#### Table 42: Types of Services Funded (Fiscal Year 2020–2021)

#### *Title I/II, E-Rate funds, NSLP and private donations.*

#### Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

| **Category** | **DistrictAmount** | **State AverageFor DistrictsIn Same Category** |
| --- | --- | --- |
| **Beginning Teacher Salary** | $42,000 | [DPC] |
| **Mid-Range Teacher Salary** | $50,000 | [DPC] |
| **Highest Teacher Salary** | $63,000 | [DPC] |
| **Average Principal Salary (Elementary)** | $125,000 | [DPC] |
| **Average Principal Salary (Middle)** | $125,000 | [DPC] |
| **Average Principal Salary (High)** | $125,000 | [DPC] |
| **Superintendent Salary** | $125,000 | [DPC] |
| **Percent of Budget for Teacher Salaries** | 40% | [DPC] |
| **Percent of Budget for Administrative Salaries** | 10% | [DPC] |

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

#### Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

**Percent of Students in AP Courses*:*** [DPC]

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

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

#### Table 45: Professional Development

| **Measure** | **2019–2020** | **2020–2021** | **2021–2022** |
| --- | --- | --- | --- |
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 8 | 8 | 8 |
| Professional development is an on-going process at Aldar. There is continuous observation and feedback given to all staff members on a daily basis. Every Tuesday is a minimum day for students. Each Tuesdays is an opportunity to further staff development. There are teacher meetings held every other week. These meetings are used to cover trainings, curriculum, and to discuss student centered issues.Staff members are also encouraged to attend outside trainings and conferences which are given by a variety educators and mental health professionals. |  |  |  |

### 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 Students 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.

#### Table 1: 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)**

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

Note: 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.

#### Table 2: 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** |
| --- | --- | --- | --- | --- | --- |
| **LEAwide** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Female** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Male** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **American Indian or Alaska Native** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Asian** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Black or African American**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Filipino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Hispanic or Latino** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Native Hawaiian or Pacific Islander** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Two or More Races** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **White** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **English Learners** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Foster Youth** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Homeless** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Military** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Socioeconomically Disadvantaged** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students Receiving Migrant Education Services** | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |
| **Students with Disabilities**  | [DPC] | [DPC] | [DPC] | [DPC] | [DPC] |

Note: 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.

#### **Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**

**Assessment Name(s):** [DPL]

**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** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Female** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Male** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **American Indian or Alaska Native** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Asian** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Black or African American**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Filipino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Hispanic or Latino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Native Hawaiian or Pacific Islander** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Two or More Races** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **White** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **English Learners** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Foster Youth** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Homeless** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Military** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Socioeconomically Disadvantaged** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students Receiving Migrant Education Services** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students with Disabilities**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |

\*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.

#### **Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**

**Assessment Name(s):** [DPL]

**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** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Female** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Male** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **American Indian or Alaska Native** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Asian** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Black or African American**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Filipino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Hispanic or Latino** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Native Hawaiian or Pacific Islander** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Two or More Races** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **White** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **English Learners** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Foster Youth** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Homeless** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Military** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Socioeconomically Disadvantaged** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students Receiving Migrant Education Services** | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |
| **Students with Disabilities**  | [DPL] | [DPL] | [DPL] | [DPL] | [DPL] |

\*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.