

Proctor Terrace Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1711 Bryden Ln. Santa Rosa, CA , 95404-3646	Principal:	Amanda Davis, Principal
Phone:	(707) 890-3950	Grade Span:	K-6

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, 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 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.

About This School

Amanda Davis, Principal

Principal, Proctor Terrace Elementary

About Our School



Founded in 1949, Proctor Terrace is located in the McDonald Historic District and reflects the small community feeling and charm of 1950's era California. Our Elementary serves TK-6th grade and provides a rigorous academic program combined with integrated social-emotional learning supports. Proctor Terrace has a dedicated and exceptional community of teachers, staff, and parents- many who grew up in the community and attended the school as students.

As a district and school we returned to in person learning for the 2021-2022 school year. Proctor Terrace educators continue to provide excellent instruction and engagement for students..

Proctor Terrace is known for:

- High academic expectations
- Student assessments aligned with district standards
- Multiple instructional strategies in all grade levels, TK-6th
- Consistently high level of parent participation in volunteer programs
- Strong parent support of fund-raising activities
- A committed staff that consistently volunteers for professional development
- School pride, team spirit, hard work, and commitment to children
- Enriched art, music, drama, dance, and physical education programs
- Extended-day Student Support and Enrichment Programs
- Sonoma County Office of Education Program Excellence Award
- A strong vision for future

Contact

Proctor Terrace Elementary
1711 Bryden Ln.
Santa Rosa, CA 95404-3646

Phone: (707) 890-3950

Email: ardavis@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa Elementary
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Proctor Terrace Elementary
Street	1711 Bryden Ln.
City, State, Zip	Santa Rosa, CA , 95404-3646
Phone Number	(707) 890-3950
Principal	Amanda Davis, Principal
Email Address	ardavis@srcs.k12.ca.us
Website	https://ptes-santarosa-ca.schoolloop.com/
County-District-School (CDS) Code	49709126052179

Last updated: 3/4/22

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

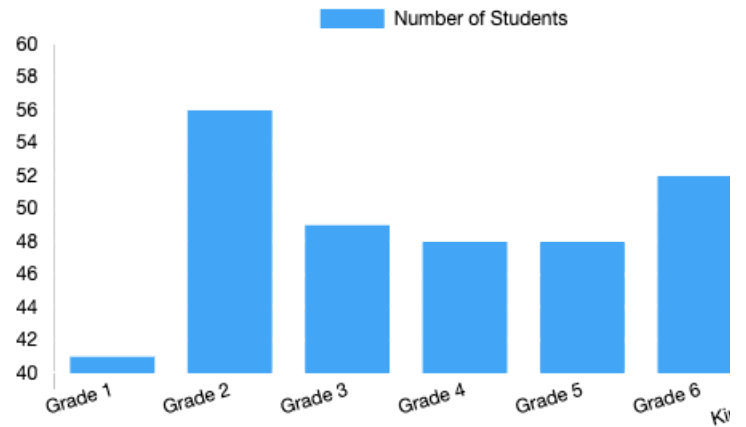
Proctor Terrace Elementary School is an exceptional learning community. A community that includes students, teachers, classified staff, volunteers and our families. We engage, inspire, and teach to develop students who are critical thinkers, lifelong learners, and stewards of their community.

Our mission is to provide all students with a balanced education in a safe, supportive environment that promotes excellence in learning, motivation, and self-discipline. We are committed to providing all students with a coherent and rigorous learning program in a safe, supportive environment that promotes excellence in learning, motivation, and self-discipline. Staff, parents and the community unite to provide students with a foundation for becoming independent and self-supporting adults that are college and career ready. We have an excellent teaching staff that are dedicated to helping students be their very best academically and social-emotionally. Our teachers collaborate with each other, creating a collegial and professional work environment. All PTES students have a high degree of success thanks to our staff, a high level of parent support and involvement, a strong PTA and School Site Council, and effective school site leadership. Students enjoy attending Proctor Terrace School due to a friendly, compassionate atmosphere, a rigorous curriculum, and accountability geared to help ensure successful educational growth. Our students develop the confidence to be successful in secondary school and beyond, and the ability to be effective, informed, and contributing citizens in their community.

Last updated: 2/9/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	41
Grade 2	56
Grade 3	49
Grade 4	48
Grade 5	48
Grade 6	52
Kindergarten	60
Total Enrollment	354



Last updated: 2/9/22

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

Student Group	Percent of Total Enrollment
Female	48.30%
Male	51.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	3.70%
Black or African American	1.70%
Filipino	0.00%
Hispanic or Latino	31.90%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	5.10%
White	56.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.20%
Foster Youth	0.30%
Homeless	0.80%
Migrant	0.80%
Socioeconomically Disadvantaged	30.80%
Students with Disabilities	14.40%

A. Conditions of Learning

State Priority: Basic

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

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

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

Last updated:

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, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. https://bit.ly/Elem_Curric"</p>	Yes	0%
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	Yes	0%
History-Social Science	<p>"Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade.</p> <p>American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture."</p>	Yes	0%
Foreign Language			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 01/01/22 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/9/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/9/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Let's Go Learn-DORA
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	189	174	92.1	7.9	48.3
Female	87	81	93.1	6.9	49.4
Male	101	92	91.1	8.9	47.8
American Indian or Alaska Native	1	1	100.0	0.0	100.0
Asian	8	8	100.0	0.0	50.0
Black or African American	3	3	100.0	0.0	33.3
Filipino	0	0	0.0	0	0.0
Hispanic or Latino	61	53	86.9	13.1	37.7
Native Hawaiian or Pacific Islander	0	0	0	0	0.0
Two or More Races	12	12	100.0	0.0	25.0
White	104	97	93.3	6.7	56.7
English Learners	17	14	82.4	17.6	7.1
Foster Youth	1	1	100.0	0.0	100.0
Homeless	1	0	0.0	100.0	0.0
Military	3	3	100.0	0.0	33.3
Socioeconomically Disadvantaged	56	48	85.7	14.3	27.1
Students Receiving Migrant Education Services	1	1	100.0	0.0	0.0
Students with Disabilities	39	30	76.9	23.1	10.0

*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.

Last updated: 3/4/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Let's Go Learn- ADAM
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	189	166	87.8	12.2	42.8
Female	87	77	88.5	11.5	37.7
Male	101	88	87.1	12.9	47.7
American Indian or Alaska Native	1	1	100.0	0.0	100.0
Asian	8	7	87.5	12.5	57.1
Black or African American	3	2	66.7	33.3	50.0
Filipino	0	0	0.0	0	0.0
Hispanic or Latino	61	50	82.0	18.0	34.0
Native Hawaiian or Pacific Islander	0	0	0.0	0	0.0
Two or More Races	12	10	83.3	16.7	10.0
White	104	96	92.3	7.7	49.0
English Learners	17	13	76.5	23.5	15.4
Foster Youth	1	1	100.0	0.0	100.0
Homeless	1	0	0.0	100.0	0.0
Military	3	3	100.0	0.0	33.3
Socioeconomically Disadvantaged	56	48	85.7	14.3	27.1
Students Receiving Migrant Education Services	1	1	100.0	0.0	0.0
Students with Disabilities	39	25	64.1	35.9	28.0

*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.

Last updated: 3/4/22

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents are an essential component of our learning community. Our School Site Council (SSC), which includes parent members, supports the efforts of the school to improve instruction and related services. Our ELAC helps the parents of English Learners feel welcome and ensures that they are contributing members of our school community. They have an important voice in matters that directly affect their children, and we honor that voice.

Our Parent Teacher Association (PTA) is very important and appreciated by the entire community. They help support educational programs, for example our Art Docent program which takes place during the school day. In addition, they also manage and support our after school enrichment program.

They provide teachers with classroom enrichment and field trip funding. They also contribute to our technology, athletic and assembly programs. Our PTA works tirelessly on events such as our Tigerfest carnival, Walk-a-thon, Dinner/Dance/Auction, and Scholastic Book Fair. Parents and staff members are proud of our volunteer program. Our parent volunteers have logged thousands of hours volunteering in classrooms, fundraising, and coordinating numerous school enrichment activities and programs.

State Priority: Pupil Engagement

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

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

**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	381	374	32	8.6
Female	183	179	17	9.5
Male	198	195	15	7.7
American Indian or Alaska Native	13	13	2	7.7
Asian	4	4	2	50.0
Black or African American	6	6	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	127	127	18	14.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	20	20	0	0.0
White	209	202	9	4.5
English Learners	36	36	11	30.6
Foster Youth	4	4	2	50.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	124	123	21	17.1
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	64	61	8	13.1

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(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	1.63%	0.00%	2.41%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	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	1.20%	2.00%	2.45%
Expulsions	0.00%	0.00%	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.

Last updated: 3/14/22

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

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

Last updated:

School Safety Plan (School Year 2021-2022)

Our PTA has provided safe, modern playground equipment. Teachers and Noon Supervisors supervise the playground before/after school and at all recesses. Students are expected to follow our safety guidelines, called the BEST Plus practices (Building Effective Schools Together). Our campus reflects the pride we have in ourselves and in our community. Our BEST Plus initiative encourages students to be Kind, Safe, Responsible and Respectful. Students are awarded Tiger Tickets for exemplifying these rules. Tickets are drawn weekly at each grade level and students get a prize. We hold school wide BEST assemblies quarterly. We are also implementing the Tool Box program which provides students with ways to regulate and resolve conflicts.

Last updated: 2/9/22

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.61
Psychologist	0.40
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 3/15/22

* 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 (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8643.22	\$7705.67	\$937.55	\$84444.86
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Students are provided academic support and intervention during the course of their school day and after school as well to aid them in meeting grade level content standards and learning skills. Our Single Plan for Student Achievement funds after school tutorial two days a week that addresses the needs of our second language learner students. The plan also provides an Instructional Aide to support teachers in meeting the needs of these students during the school day. The district funds a Teacher on Special Assignment one day a week to work with our students and provide one on one instruction and assessment.

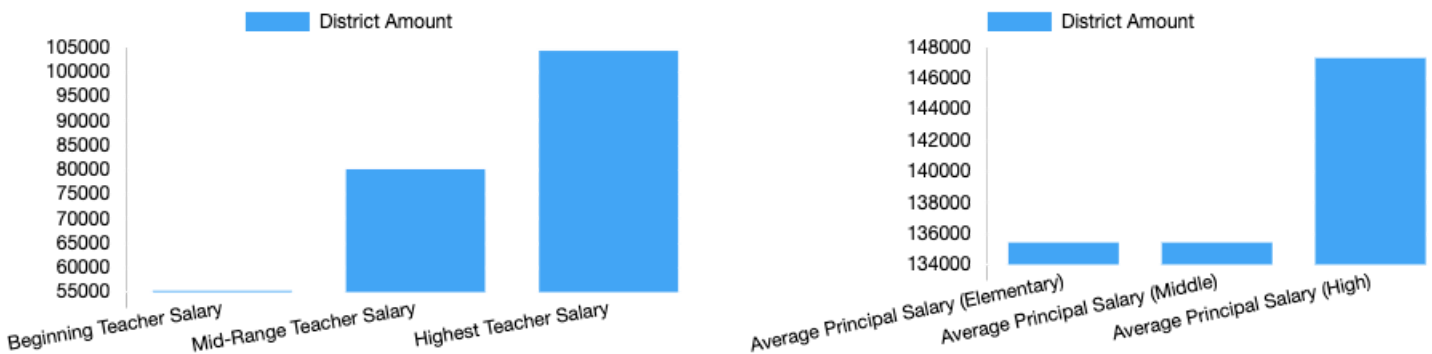
We have two Special Day Classes on site that serve students in 1st grade–6th, as well as a Resource Specialist program. We have a Speech Therapist, Occupational Therapist, and Behavior Specialist serving students in need of those services. We also have a school counselor on site to support the emotional needs of our students three days a week, as well as a Restorative Specialist once a week.

Last updated: 2/9/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55266.00	--
Mid-Range Teacher Salary	\$80105.00	--
Highest Teacher Salary	\$104311.00	--
Average Principal Salary (Elementary)	\$104311.00	--
Average Principal Salary (Middle)	\$135418.00	--
Average Principal Salary (High)	\$147309.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2

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.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Let's Go Learn-DORA
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	2528	2053	81.2	18.8	33.1
Female	1204	970	80.6	19.4	33.8
Male	1319	1077	81.7	18.3	32.3
American Indian or Alaska Native	14	10	71.4	28.6	20
Asian	91	75	82.4	17.6	53.3
Black or African American	41	31	75.6	24.4	29.0
Filipino	23	19	82.6	17.4	57.9
Hispanic or Latino	1593	1293	81.2	18.8	22.7
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	50.0
Two or More Races	109	91	83.5	16.5	49.5
White	645	524	81.2	18.8	52.1
English Learners	789	613	77.7	22.3	4.9
Foster Youth	10	8	80	20	50
Homeless	26	20	76.9	23.1	0.0
Military	31	28	90.3	9.7	32.1
Socioeconomically Disadvantaged	1215	992	81.6	18.4	23.4
Students Receiving Migrant Education Services	50	44	88.0	12.0	11.4
Students with Disabilities	328	266	81.1	18.9	11.7

*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.

Last updated: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Let's Go Learn- ADAM
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	2528	1637	64.8	35.2	26.9
Female	1204	782	65.0	35.0	23.0
Male	1319	850	64.4	35.6	30.5
American Indian or Alaska Native	14	9	64.3	35.7	11.1
Asian	91	69	75.8	24.2	53.6
Black or African American	41	21	51.2	48.8	28.6
Filipino	23	17	73.9	26.1	47.1
Hispanic or Latino	1593	982	61.6	38.4	17.2
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	37.5
Two or More Races	109	81	74.3	24.7	33.3
White	645	448	69.5	30.5	42.0
English Learners	789	480	60.8	39.2	9.6
Foster Youth	10	6	60	40	33.3
Homeless	26	16	61.5	38.5	0
Military	31	25	80.6	19.4	32
Socioeconomically Disadvantaged	1215	812	66.8	33.2	16.6
Students Receiving Migrant Education Services	50	34	68	32	11.8
Students with Disabilities	328	203	61.9	38.1	13.3

*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.

Last updated: 3/25/22