

Calabasas Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Calabasas Elementary School
Street	202 Calabasas Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6368
Principal	Todd Westfall
Email Address	todd_westfall@pvusd.net
School Website	https://calabasas.pvusd.net/
County-District-School (CDS) Code	44-69799-6049670

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2021-22 School Overview

Calabasas Elementary is a school that bases decisions on students' needs. We believe that every individual deserves dignity and respect in our school community. We believe that every individual is responsible for the success of each student. We believe in working together to ensure every student's achievement. We will motivate students, set goals and celebrate their successes. We will ensure access to the programs our students need. We will be mindful of the use of instructional minutes and use them to build life-long learners; therefore ensuring our students' success in the global community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	87
Grade 2	96
Grade 3	74
Grade 4	73
Grade 5	92
Grade 6	65
Total Enrollment	575

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	96.7
Two or More Races	0.5
White	2.3
English Learners	55
Foster Youth	0.2
Homeless	22.3
Socioeconomically Disadvantaged	91.7
Students with Disabilities	13.6

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

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

2020-21 Teacher Preparation and Placement

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)	21.2	84.1	675.7	75.6	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.0	12.0	1.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.0	7.9	129.3	14.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	16.3	1.8	12115.8	4.4
Unknown	1.0	4.0	59.8	6.7	18854.3	6.9
Total Teaching Positions	25.2	100.0	893.3	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology

All students have been provided a Chromebook and if necessary, a hotspot.

Textbooks

We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the school year and whether those textbooks covered the California Content Standards.

Curriculum

The textbooks we use are based on the Common Core State Standards.

You can find the Common Core State Standards for each subject at each grade level on the Web site of the California Dept of Education (CDE) or the PVUSD website, as well as useful links to common core instruction under the staff section of the Calabasas Elementary School website.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019 myPerspectives English Language Arts Gr. 6, Pearson/2017	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016	Yes	0%
Science	California Science, English & Spanish, Amplify	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve World History Modern Times, McDougal Littell;	Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Year and month of the most recent FIT report

8/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 9: 2 light fixtures not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		MPR: Excessive paper hanging on walls and paper chains suspended from the ceiling cause a significant fire hazard. Room 13: Blue bookcase needs to be attached to the wall. Room 4: Falling hazards on top of cabinets and high shelves. Room 7: Bookcase needs to be anchored to the wall.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Irrigation valve exposed with a large hole. Trash pile in paved area behind portables that contains an old refrigerator and car battery. Room 15: Holes in blacktop outside portable 15.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	165	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	124	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	NT	NT	NT	NT
Students Receiving Migrant Education Services	44	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	300	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	165	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	124	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	NT	NT	NT	NT
Students Receiving Migrant Education Services	44	NT	NT	NT	NT
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Student Groups	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Total Enrollment	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Number Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent Not Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent At or Above Grade Level
All Students	299	270	90	10	20
Female	150	137	91	9	21

Male	149	135	91	9	19
American Indian or Alaska Native	na	na	na	na	na
Asian	na	na	na	na	na
Black or African American	na	na	na	na	na
Filipino	na	na	na	na	na
Hispanic or Latino	297	268	90	10	20
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	na	na	na	na	na
White	2	2	100	0	50
English Learners	155	140	90	10	5
Foster Youth	3	3	100	0	0
Homeless	62	58	94	6	10
Socioeconomically Disadvantaged	80	75	94	6	17
Students Receiving Migrant Education Services	75	72	96	4	21
Students with Disabilities	40	29	73	28	7

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

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered 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.

NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Student Groups	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Total Enrollment	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Number Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent Not Tested	NWEA-MAP Growth: Reading 2-5 and Reading 6+ CA 2010 V3 Percent At or Above Grade Level
All Students	299	278	93	7	15
Female	150	140	93	7	11
Male	149	138	93	7	18
American Indian or Alaska Native	na	na	na	na	na
Asian	na	na	na	na	na
Black or African American	na	na	na	na	na
Filipino	na	na	na	na	na
Hispanic or Latino	297	276	93	7	15
Native Hawaiian or Pacific Islander	na	na	na	na	na
Two or More Races	na	na	na	na	na
White	2	2	100	0	0
English Learners	155	146	94	6	5

Foster Youth	3	3	100	0	0
Homeless	62	60	97	3	8
Socioeconomically Disadvantaged	80	77	96	4	13
Students Receiving Migrant Education Services	75	74	99	1	20
Students with Disabilities	40	30	75	25	0

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	7.10	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	NT	NT	NT	NT
Female	48	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	44	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	36	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

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.

2021-22 Opportunities for Parental Involvement

The Calabasas community places a strong emphasis on parent involvement. Parents are encouraged to volunteer in the classroom and with school-wide projects, such as the Harvest Festival, Day of the Child Event, and our Community Garden. Grade levels offer parent training and information nights, and the after-school program provides additional parent involvement and family literacy nights. Parents assist in student activities and fundraising through the Home & School Club. Parents actively participate in school governance through the School Site Council and English Language Advisory Committee (ELAC). The contact people for parent involvement are Todd Westfall, principal, Cara Oklin, and our Home & School Club Lead, Marisela Baron (831) 728-6368.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	585	137	23.4
Female	294	290	67	23.1
Male	295	295	70	23.7
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	570	566	133	23.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	13	13	1	7.7
English Learners	379	376	83	22.1
Foster Youth	1	1	1	100.0
Homeless	130	129	24	18.6
Socioeconomically Disadvantaged	543	540	128	23.7
Students Receiving Migrant Education Services	100	99	27	27.3
Students with Disabilities	92	92	24	26.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.14	0.00	4.65	0.02	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.95	3.68	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, the School Site Council (SSC), and the district assistant superintendent review the plan annually. We nurture and direct students' values through student assemblies and recognition programs that celebrate academic achievement, character development, and their qualities as learners. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Our staff supervise the campus before and after school. We also conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills.

Calabasas is also committed to the emotional safety of our students, and we promote our campus as a PBIS school, with a focus on teaching skills that allow our students to be successful in the community around them. We work with our students to treat each other with respect, utilizing the Sanford Harmony curriculum, Positive Discipline, and PBIS.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	21	1	3	
2	19	4		
3	23		4	
4	31		3	
5	29		3	
6	30		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5		
1	23		4	
2	19	4		
3	24		3	
4	29		3	
5	29		3	
6	33			
Other	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	6	
1	21	4	4	
2	23		12	
3	24		9	
4	33		2	2
5	32		6	
6	32		4	
Other	15	6	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	7.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,197.22	\$2,251.55	\$7,087.34	\$62,592.84
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	37.3	-7.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-17.5	-31.9

2020-21 Types of Services Funded

The state provides funding that is restricted to specific purposes, and federal Title I funds are used to help disadvantaged children meet state standards. This money is spent on instructional materials and partial funding of support staff salaries. Local Control Funding Formula (LCFF) funds are spent on staff and instructional materials for English Learners and low socio-economic students. Site discretionary monies cover the cost of supplies and copying equipment. A fund-raising committee holds events each year, such as catalogue sales, Harvest Festival, Fun Run, Day of the Child, ... to raise money to support the annual trip to Outdoor School for fifth graders and rewards for student progress. The school also raises funds through sweatshirt and t-shirt sales, the Drive for Schools fundraiser, and the Holiday Sing-A-Long.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$52,562
Mid-Range Teacher Salary	\$64,722	\$83,575
Highest Teacher Salary	\$90,640	\$104,166
Average Principal Salary (Elementary)	\$101,669	\$131,875
Average Principal Salary (Middle)	\$107,221	\$137,852
Average Principal Salary (High)	\$117,462	\$150,626
Superintendent Salary	\$222,832	\$260,243
Percent of Budget for Teacher Salaries	26%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Training seminars and other professional development opportunities in literacy, math, and English language development are provided throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and mentoring from the New Teacher Project and district staff. Staff development will continue to focus on training in PBIS, Benchmark, Bridges, SIPPS, student engagement strategies, writing strategies, and the use of technology in the classroom.

The focus of the 21-22 professional development is on building early literacy skills foundational to student success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5

Pajaro Valley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC 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. 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.

2021-22 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18	99.82	--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9146	2	0.02	99.98	--
Female	4428	0	0.00	100.00	--
Male	4716	2	0.04	99.96	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	60	0	0.00	100.00	--
Black or African American	25	0	0.00	100.00	--
Filipino	51	0	0.00	100.00	--
Hispanic or Latino	7769	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	0	0.00	100.00	--
White	1128	2	0.18		--
English Learners	3397	0	0.00	100.00	--
Foster Youth	26	0	0.00	100.00	--
Homeless	2806	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4579	0	0.00	100.00	--
Students Receiving Migrant Education Services	657	0	0.00	100.00	--
Students with Disabilities	1421	2	0.14	99.86	--