

# Calabasas Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### 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 <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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	67
Grade 2	90
Grade 3	98
Grade 4	72
Grade 5	74
Grade 6	65
Total Enrollment	572

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.2
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.7
White	2.4
English Learners	62.6
Foster Youth	0.2
Homeless	11.7
Migrant	15.6
Socioeconomically Disadvantaged	93.7
Students with Disabilities	15.4

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.20	84.13	675.70	75.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.97	12.00	1.35	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.94	129.30	14.48	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	16.30	1.82	12115.80	4.41
<b>Unknown</b>	1.00	3.97	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	25.20	100.00	893.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.00	
<b>Misassignments</b>	1.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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
<b>Reading/Language Arts</b>	Benchmark Advance/2019 myPerspectives English Language Arts Gr. 6, Pearson/2017	Yes	0%
<b>Mathematics</b>	Bridges in Mathematics (Eng. & Span.) The Math Learning Center Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016	Yes	0%
<b>Science</b>	California Science, English & Spanish, Amplify	Yes	0%
<b>History-Social Science</b>	Reflections: A Child's 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%
<b>Foreign Language</b>			NA
<b>Health</b>			NA
<b>Visual and Performing Arts</b>			NA
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	Yes	NA

## 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/goodrepairstandards.aspx>

Year and month of the most recent FIT report

8/19/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Boys and Girls Restrooms: New Roof in progress to be finish Kitchen: New Roof in progress to be finish Library: New Roof in progress to be finish M.P.R.: New Roof in progress to be finish Men and woman Restrooms: New Roof in progress to be finish Office Area: Carpet really dirty needs to be clean. / New Roof in progress to be finish Rm 2: Ceiling tile missing / drinking faucet not working proper / New Roof in progress to be finish Rm 3: Faucet spraying / floor tile needs to be clean / New roof in progress to be finish Rm 4: floor tile needs to be clean / New roof in progress to be finish RM 5: HDMI box missing cover / New Roof in progress to be finish RM 6: New Roof in progress to be finish Staff work room: Carpet really dirty needs to be clean. / New Roof in progress to be finish
<b>Interior:</b> Interior Surfaces	X			Rm 16: Carpet has wrinkle and buckle on center of classroom safety concern Rm 27: there is a small hole on cener of porable safety concern
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Office Area: Carpet really dirty needs to be clean. / New Roof in progress to be finish Staff work room: Carpet really dirty needs to be clean. / New Roof in progress to be finish
<b>Electrical</b>	X			Rm 24: left side outlet dosent work / New Roof in progress to be finish Rm 25: right side outlet dosent work
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rm 2: Ceiling tile missing / drinking faucet not working proper / New Roof in progress to be finish Rm 3: Faucet spraying / floor tile needs to be clean / New roof in progress to be finish



## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Boys and Girls Restrooms next to Rm 20: New Roof in progress to be finish Boys and Girls Restrooms: New Roof in progress to be finish Kitchen: New Roof in progress to be finish Library: New Roof in progress to be finish M.P.R.: New Roof in progress to be finish Men and weman Restrooms: New Roof in progress to be finish Office Area: Carpet really dirty needs to be clean. / New Roof in progress to be finish Rm 17: ceiling tiles stain / wires expose on left top of ceiling Rm 2: Ceiling tile missing / drinking faucet not working proper / New Roof in progress to be finish RM 20: New Roof in progress to be finish Rm 21: New Roof in progress to be finish Rm 22: New Roof in progress to be finish Rm 23: New Roof in progress to be finish Rm 24: left side outlet dosent work / New Roof in progress to be finish Rm 25: right side outlet dosent work Rm 28: Missing ceiling tile Rm 3: Faucet spraying / floor tile needs to be clean / New roof in progress to be finish Rm 31: New Roof in progress to be finish Rm 32: Stain ceiling tiles / New Roof in progress to finish Rm 33: Back door needs to be replace /New Roof in progress to be finish Rm 4: floor tile needs to be clean / New roof in progress to be finish RM 5: HDMI box missing cover / New Roof in progress to be finish RM 6: New Roof in progress to be finish Staff work room: Carpet really dirty needs to be clean. / New Roof in progress to be finish
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Rm 12: back window lock dosent work / front window lock dosent work Rm 24: left side outlet dosent work / New Roof in progress to be finish

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	16	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	11	N/A	17	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	298	287	96.31	3.69	16.03
<b>Female</b>	146	139	95.21	4.79	17.27
<b>Male</b>	152	148	97.37	2.63	14.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	291	280	96.22	3.78	15.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	165	158	95.76	4.24	5.06
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	34	32	94.12	5.88	9.38
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	259	250	96.53	3.47	16.00
<b>Students Receiving Migrant Education Services</b>	26	26	100.00	0.00	11.54
<b>Students with Disabilities</b>	45	41	91.11	8.89	2.44

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	298	284	95.30	4.70	10.92
<b>Female</b>	146	139	95.21	4.79	9.35
<b>Male</b>	152	145	95.39	4.61	12.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	291	277	95.19	4.81	10.47
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	165	160	96.97	3.03	5.63
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	34	32	94.12	5.88	9.38
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	259	247	95.37	4.63	11.34
<b>Students Receiving Migrant Education Services</b>	26	26	100.00	0.00	15.38
<b>Students with Disabilities</b>	45	36	80.00	20.00	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	5.8	7.1	16.22	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	69	69	100	0	5.8
<b>Female</b>	38	38	100	0	5.26
<b>Male</b>	31	31	100	0	6.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	69	69	100	0	5.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	38	38	100	0	2.63
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	62	62	100	0	6.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	90%	90%	90%	90%

## 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.

#### 2022-23 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, Josh Phillips, and our Home & School Club Lead, Marisela Baron (831) 728-6368.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	590	279	47.3
Female	309	298	139	46.6
Male	303	292	140	47.9
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	588	569	268	47.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	3	60.0
White	17	15	8	53.3
English Learners	385	371	160	43.1
Foster Youth	1	1	1	100.0
Homeless	96	93	46	49.5
Socioeconomically Disadvantaged	575	556	265	47.7
Students Receiving Migrant Education Services	107	104	33	31.7
Students with Disabilities	101	96	57	59.4

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.95	3.68	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.31	0.02	4.40	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.12	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.31	0.00
<b>Female</b>	0.65	0.00
<b>Male</b>	1.98	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.36	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	1.30	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	1.04	0.00
<b>Socioeconomically Disadvantaged</b>	1.04	0.00
<b>Students Receiving Migrant Education Services</b>	1.87	0.00
<b>Students with Disabilities</b>	0.99	0.00

## 2022-23 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, Playworks, and PBIS.

The Comprehensive School Safety Plan (CSSP) was reviewed and approved by School Site Council 2/16/22, approved by the board 2/23/22, and was submitted to the Santa Cruz County Office of Education for audit review 2/24/22.

## 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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	4	
1	21		3	
2	21		4	
3	24		4	
4	30		2	
5	27		2	
6	32		2	
Other	17	2	1	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	7.2	-34.1

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$46,666	\$54,370
<b>Mid-Range Teacher Salary</b>	\$64,722	\$82,681
<b>Highest Teacher Salary</b>	\$90,640	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$101,669	\$135,283
<b>Average Principal Salary (Middle)</b>	\$107,221	\$141,244
<b>Average Principal Salary (High)</b>	\$117,462	\$152,955
<b>Superintendent Salary</b>	\$222,832	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	26%	33%
<b>Percent of Budget for Administrative Salaries</b>	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 22-23 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	5	17