

Monroe Middle School

2021 School Accountability Report Card



MONROE

MIDDLE SCHOOL

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 | Monroe Middle School |
| Street | 1055 S. Monroe Street |
| City, State, Zip | San Jose CA, 95128 |
| Phone Number | (408) 556-0360 |
| Principal | Ruth Stephens Radle |
| Email Address | rstephensradle@campbellusd.org |
| School Website | |
| County-District-School (CDS) Code | 43-69393-6046627 |

2021-22 District Contact Information

| | |
|---------------------------------|--------------------------------|
| District Name | Campbell Union School District |
| Phone Number | (408) 364-4200 |
| Superintendent | Dr. Shelly Viramontez |
| Email Address | sviramontez@campbellusd.org |
| District Website Address | www.campbellusd.org |

2021-22 School Overview

Located on the borders of Campbell, San Jose, and Santa Clara, Monroe Middle School educates a diverse population of 760 students in grades six through eight. Our dedicated staff work to create a safe, supportive, academically challenging school culture that fosters confident, creative students who are prepared for the rigors of college and careers in the 21st century.

Mission Statement:

Monroe Middle School strives to establish a safe, supportive, academically-challenging culture that encourages all students to become confident and creative critical-thinkers actively engaged in learning.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 275 |
| Grade 7 | 315 |
| Grade 8 | 364 |
| Total Enrollment | 954 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.2 |
| Male | 50.8 |
| American Indian or Alaska Native | 0.1 |
| Asian | 6.4 |
| Black or African American | 3.5 |
| Filipino | 2.9 |
| Hispanic or Latino | 69.6 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 3.7 |
| White | 12.3 |
| English Learners | 31.6 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 63.4 |
| Students with Disabilities | 15 |

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>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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

Quality and Currency of Textbooks and Other Instructional Materials District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. Note: The schedule for piloting science curriculum for elementary grades and social studies curriculum for middle schools will be determined in the 2020-21 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/>

Year and month in which the data were collected

December 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| Reading/Language Arts | Grades 6-8: Houghton Mifflin Harcourt California Collections (Adopted Jan. 2017) | Yes | 0 |
| Mathematics | Grades 6-8: Houghton Mifflin Harcourt California Go Math 7: CPM course 2 (Adopted June 2017) | Yes | 0 |
| Science | Grades 6-8: Accelerated Learning Inc.: STEMScope Science (Adopted 2020-21) | Yes | 0 |
| History-Social Science | Grade 6: Glencoe McGraw-Hill: Discovering Our Past: Ancient Civilizations Grade 7: Glencoe McGraw-Hill: Discovering Our Past: Medieval and Early Modern Times Grade 8: Glencoe McGraw-Hill: Discovering Our Past: The American Journey Supplemental Teachers' Curriculum Institute: History Alive! (Adopted 2006) | Yes | 0 |
| Foreign Language | Spanish Foreign Language Houghton Mifflin Avancemos Levels 1, 2 (Adopted 2017-18) | Yes | 0 |
| Health | Grade 7: Family Life: Teen Talk (Adopted 2017-18) | Yes | 0 |
| Visual and Performing Arts | VAPA courses are exploratory. Materials are chosen from the State-adopted list and vary by subject and teacher. | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | n/a | | 0 |

School Facility Conditions and Planned Improvements

The campus consists of 55 classrooms, a gymnasium/event center, updated science classrooms, an amphitheater, library, a Professional Learning Center, school garden, and a cafeteria/multipurpose room. Recent improvements include: new two-story classroom building (opened in January 2019), new exterior paint on all buildings, remodel of the cafeteria and covered outdoor eating areas, pavement repairs, and installation of the solar photovoltaics.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

Year and month of the most recent FIT report

2021 July

| 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 | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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 | 841 | NT | NT | NT | NT |
| Female | 401 | NT | NT | NT | NT |
| Male | 440 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 54 | NT | NT | NT | NT |
| Black or African American | 28 | NT | NT | NT | NT |
| Filipino | 22 | NT | NT | NT | NT |
| Hispanic or Latino | 579 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 53 | NT | NT | NT | NT |
| White | 102 | NT | NT | NT | NT |
| English Learners | 258 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 14 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 525 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 134 | 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 | 841 | NT | NT | NT | NT |
| Female | 401 | NT | NT | NT | NT |
| Male | 440 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 54 | NT | NT | NT | NT |
| Black or African American | 28 | NT | NT | NT | NT |
| Filipino | 22 | NT | NT | NT | NT |
| Hispanic or Latino | 579 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 53 | NT | NT | NT | NT |
| White | 102 | NT | NT | NT | NT |
| English Learners | 258 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 14 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 525 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 134 | 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.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|----------------------------------|--------------------------|-----------------------|------------------------|----------------------------|---|
| All Students | 855 | 763 | 89% | 11% | 50% |
| Female | 406 | 367 | 90% | 10% | 54% |
| Male | 449 | 396 | 88% | 12% | 47% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 54 | 93% | 7% | 80% |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Black or African American | 29 | 28 | 97% | 3% | 46% |
| Filipino | 25 | 23 | 92% | 8% | 87% |
| Hispanic or Latino | 588 | 515 | 88% | 12% | 40% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 47 | 43 | 91% | 9% | 67% |
| White | 105 | 97 | 92% | 8% | 76% |
| English Learners | 260 | 229 | 88% | 12% | 13% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | -- | -- | -- | -- | -- |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 535 | 465 | 87% | 13% | 38% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 135 | 119 | 88% | 12% | 23% |

*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.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|--|---------------------------------|------------------------------|-------------------------------|-----------------------------------|--|
| All Students | 855 | 735 | 86% | 14% | 24% |
| Female | 406 | 353 | 87% | 13% | 24% |
| Male | 449 | 382 | 85% | 15% | 25% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 58 | 51 | 88% | 12% | 59% |
| Black or African American | 29 | 27 | 93% | 7% | 22% |
| Filipino | 25 | 22 | 88% | 12% | 55% |
| Hispanic or Latino | 588 | 495 | 84% | 16% | 14% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 47 | 43 | 91% | 9% | 44% |
| White | 105 | 94 | 90% | 10% | 47% |
| English Learners | 260 | 223 | 86% | 14% | 2% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | -- | -- | -- | -- | -- |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 535 | 447 | 84% | 16% | 14% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|-----------------------------------|-----|-----|-----|-----|----|
| Students with Disabilities | 135 | 115 | 85% | 15% | 7% |
|-----------------------------------|-----|-----|-----|-----|----|

*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 | -- | 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 | 307 | NT | NT | NT | NT |
| Female | 134 | NT | NT | NT | NT |
| Male | 173 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 19 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 224 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 17 | NT | NT | NT | NT |
| White | 34 | NT | NT | NT | NT |
| English Learners | 78 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 196 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 53 | 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

Monroe Middle School has many opportunities for parents and family members to become involved in school activities. School Site Council works collaboratively with staff, parents, administration, and the greater community to develop the school plan, oversee budgets, and monitor progress toward goals. Through PTA, parents may become involved in fundraising to support the school and in organizing community building activities such as Back to School Orientation and Family Fun Night. ELAC offers the parents of English Language Learners opportunities to give input on best practice for their children, and to learn about school goals and practices, as well as community resources. Our monthly Principal Coffee meetings serve as a place to answer questions and share Family Education presentations.

There are many opportunities for parents and community members to be involved at the district level through participation in such committees as the District English Language Advisory Committee, Bond Oversight Committee, Superintendent's advisory committees, Wellness Committee, and others. We welcome public participation in Governing Board meetings and conduct several district-wide meetings and online ThoughtExchange.com forums each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP). We collaborate with local community based groups to enhance services and supports to our students and their families.

Our school has the support of a Community Liaison who coordinates school and community based support services, so that students can have access to medical, dental, vision and mental health care. The Community Liaisons also schedule educational workshops for parents on a variety of topics, including positive discipline, computer literacy, how to support student education at home, college classes, cyber safety and much more. In addition, Monroe benefits from a community Campus Collaborative, supported by the county's School Linked Services program, which brings a wealth of supports to our students and their families.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 991 | 976 | 78 | 8.0 |
| Female | 488 | 480 | 34 | 7.1 |
| Male | 503 | 496 | 44 | 8.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 65 | 64 | 2 | 3.1 |
| Black or African American | 33 | 33 | 3 | 9.1 |
| Filipino | 29 | 29 | 1 | 3.4 |
| Hispanic or Latino | 685 | 677 | 65 | 9.6 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0.0 |
| Two or More Races | 37 | 36 | 2 | 5.6 |
| White | 125 | 121 | 4 | 3.3 |
| English Learners | 308 | 305 | 28 | 9.2 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 14 | 13 | 4 | 30.8 |
| Socioeconomically Disadvantaged | 623 | 619 | 64 | 10.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 152 | 149 | 20 | 13.4 |

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 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 | 6.31 | 0.10 | 2.19 | 0.12 | 3.47 | 0.20 |
| Expulsions | 0.17 | 0.00 | 0.04 | 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 | 5.62 | 1.45 | 2.45 |
| Expulsions | 0.55 | 0.08 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.10 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.20 | 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 | 0.15 | 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 | 0.16 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The school safety plan was updated, reviewed and approved on 9/23/20.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 6 | 27 | |
| Mathematics | 28 | 4 | 24 | |
| Science | 28 | 1 | 27 | |
| Social Science | 29 | | 26 | 1 |

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 24 | 6 | 26 | |
| Mathematics | 27 | 3 | 20 | 4 |
| Science | 26 | 4 | 23 | 1 |
| Social Science | 28 | | 26 | |

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 6 | 21 | |
| Mathematics | 26 | 5 | 21 | |
| Science | 27 | 3 | 22 | |
| Social Science | 27 | 3 | 21 | |

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 | 530 |

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) | 1.8 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$6,869.51 | \$304.10 | \$6,565.41 | \$93,058.82 |
| District | N/A | N/A | \$6,983.53 | \$91,285 |
| Percent Difference - School Site and District | N/A | N/A | -6.2 | 1.9 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -25.0 | 8.0 |

2020-21 Types of Services Funded

- District funding through the Local Control Funding Formula(LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, Special Education, and/or Foster Youth. State and federal funding also supports the following special programs. Title I, Part A Basic Grant Title II, Part A Improving Teacher Quality Title III, Part A Limited English Proficiency (LEP) State Preschool State Child Care Federal Free/Reduced meals

In 2020-2021, the District received one time COVID 19 relief funds to address SB98 guidelines, providing both In-Person and Distance learning for continuity of instruction.

The funds are used to address pupil learning loss and provide mental health and social and emotional well-being.

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 | \$62,210 | \$52,060 |
| Mid-Range Teacher Salary | \$93,130 | \$84,043 |
| Highest Teacher Salary | \$109,504 | \$107,043 |
| Average Principal Salary (Elementary) | \$138,477 | \$133,582 |
| Average Principal Salary (Middle) | \$163,126 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$310,509 | \$240,628 |
| Percent of Budget for Teacher Salaries | 36% | 35% |
| Percent of Budget for Administrative Salaries | 8% | 5% |

Professional Development

Professional Development provided for Teachers:

Campbell Union School District's work year calendar allocated three full days for Professional Development in the 2019-20 school year, two in 2020-21 and three in 2021-22. The District provides professional development for all credentialed and non-credentialed staff.

The primary areas of focus for our staff development in all CUSD schools is training to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. Professional Development is also offered aligned to our Profile of a Graduate Competencies and 21st Century Learning strategies. Teachers collaborate in professional learning communities to examine data and learn from one another in job-embedded professional development.

We use a variety of delivery models for professional development, including release days to attend trainings or conferences, stipends to do professional development on a weekend or during the summer, online learning with guided facilitation with district staff members, and after school sessions throughout the entire school year. We take into consideration staff requests for both content and timing of the professional development. We offer teachers extensive coaching opportunities in our district, through our district Math Specialists, site Equity TOSAs (teachers on special assignment) and other district TOSAs. Collaboration time is also planned at each school site, so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

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 | 3 | 2 | |

Campbell Union 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 | Campbell Union School District |
| Phone Number | (408) 364-4200 |
| Superintendent | Dr. Shelly Viramontez |
| Email Address | sviramontez@campbellusd.org |
| District Website Address | www.campbellusd.org |

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 | 695 | 6 | 0.86 | 99.14 | -- |
| Female | 347 | 0 | 0.00 | 100.00 | -- |
| Male | 348 | 6 | 1.72 | 98.28 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 92 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 37 | 0 | 0.00 | 100.00 | -- |
| Filipino | 17 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 403 | -- | 0.74 | 99.26 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 52 | 0 | 0.00 | 100.00 | -- |
| White | 91 | -- | 3.30 | 96.70 | -- |
| English Learners | 201 | -- | 0.50 | 99.50 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 409 | -- | 0.24 | 99.76 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 86 | 6 | 6.98 | 93.02 | -- |

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 | 695 | 6 | 0.86 | 99.14 | -- |
| Female | 347 | 0 | 0.00 | 100.00 | -- |
| Male | 348 | 6 | 1.72 | 98.28 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 92 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 37 | 0 | 0.00 | 100.00 | -- |
| Filipino | 17 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 403 | -- | 0.74 | 99.26 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 52 | 0 | 0.00 | 100.00 | -- |
| White | 91 | -- | 3.30 | | -- |
| English Learners | 201 | 1 | 0.50 | 99.50 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 409 | -- | 0.24 | 99.76 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 86 | 6 | 6.98 | 93.02 | -- |

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.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|----------------------------------|--------------------------|-----------------------|------------------------|----------------------------|---|
| All Students | 4205 | 3950 | 94% | 6% | 58% |
| Female | 2065 | 1942 | 94% | 6% | 62% |
| Male | 2140 | 2008 | 94% | 6% | 55% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 639 | 625 | 98% | 2% | 86% |

| | | | | | |
|--|------|------|-----|-----|-----|
| Black or African American | 128 | 118 | 92% | 8% | 53% |
| Filipino | 94 | 88 | 94% | 6% | 73% |
| Hispanic or Latino | 2084 | 1916 | 92% | 8% | 37% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 338 | 323 | 96% | 4% | 76% |
| White | 903 | 863 | 96% | 4% | 78% |
| English Learners | 977 | 898 | 92% | 8% | 15% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 14 | 70% | 30% | 36% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1854 | 1682 | 91% | 9% | 36% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 512 | 454 | 89% | 11% | 25% |

*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.

| i-Ready Student Groups | i-Ready Total Enrollment | i-Ready Number Tested | i-Ready Percent Tested | i-Ready Percent Not Tested | i-Ready Percent At or Above Grade Level |
|--|---------------------------------|------------------------------|-------------------------------|-----------------------------------|--|
| All Students | 4205 | 3899 | 93% | 7% | 40% |
| Female | 2065 | 1929 | 93% | 7% | 40% |
| Male | 2140 | 1970 | 92% | 8% | 41% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 639 | 621 | 97% | 3% | 79% |
| Black or African American | 128 | 116 | 91% | 9% | 32% |
| Filipino | 94 | 88 | 94% | 6% | 49% |
| Hispanic or Latino | 2084 | 1882 | 90% | 10% | 18% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 338 | 316 | 93% | 7% | 56% |
| White | 903 | 860 | 95% | 5% | 56% |
| English Learners | 977 | 882 | 90% | 10% | 9% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 12 | 60% | 40% | 17% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1854 | 1647 | 89% | 11% | 18% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|
| Students with Disabilities | 512 | 443 | 87% | 13% | 16% |
|-----------------------------------|-----|-----|-----|-----|-----|

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