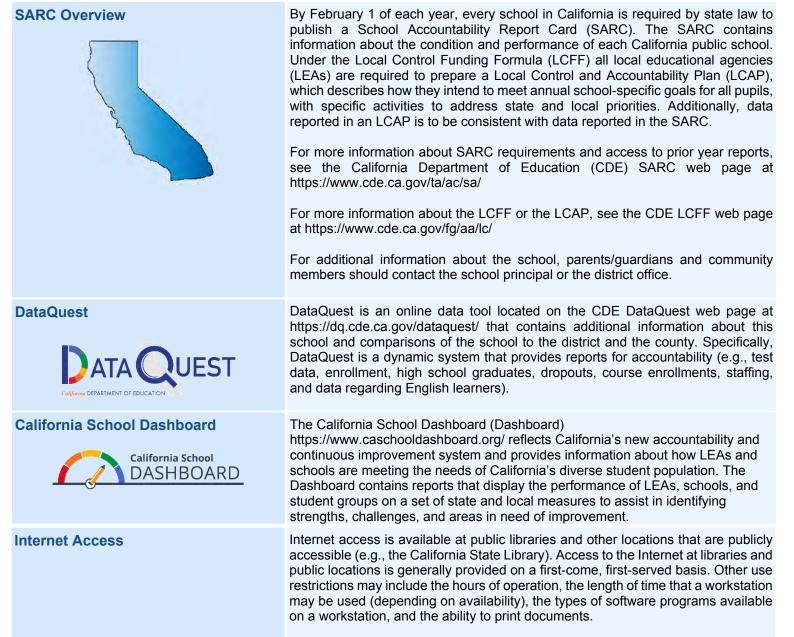# Campbell School of Innovation
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

CAMPBELL SCHOOL OF INNOVATION

Please note: Some of the 2021-22 data was not included in this report as it is pending release by the CDE. The district will republish the updated report after the CDE data is provided.

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

School Name	Campbell School of Innovation
Street	295 Cherry Lane
City, State, Zip	Campbell CA 95008
Phone Number	408-364-4222
Principal	Kami Thordarson
Email Address	kthordardson@campbellusd.org
School Website	csi.campbellusd.org
County-District-School (CDS) Code	43-69393-137273

2022-23 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

2022-23 School Overview

Located in Campbell Union School District, Campbell School of Innovation (CSI) is a new TK-8th grade public school. It opened in August 2018 for grades TK through 4th, and is expanding each year to full TK-8 enrollment by 2023. At Campbell School of Innovation, the design thinking process is built into our work, both for teachers and students. Design thinking is a human-centered problem solving process with empathy at the core. Learning through design thinking challenges and inquiry-based learning, our community collaborates and explores ways to solve real world problems. Furnishings are bright and learning spaces are open with flexible seating and common spaces for hands-on, project-based learning. The newly built campus will grow to serve students from preschool through 8th grade over several years.

MISSION: We are a community that seeks to understand, learns through design, and leads with innovation to create a better world.

OUR CORE VALUES

- Learning must be authentic
- Authentic learning allows students to work on real world problems, sharing their ideas and solutions with those beyond the classroom. Students practice inquiry and thinking skills, integrating content and taking learning to deeper levels through practice and application. For authentic learning, challenges must have a personal frame of reference and offer many different paths to a multiple option of solutions.
- All students will grow
- We believe that all students have unlimited potential and will grow both academically and socially through every learning experience.

2022-23 School Overview

- We are all designers
- By practicing the skills and mindsets of design thinking, we build our creative confidence. All students can grow their creativity and critical thinking skills as we learn to identify needs and then work to develop innovative solutions. Everyone has ideas and we want students to learn what to do with them.
- Students are at the center
- At CSI, we will work to keep students at the center of all of our decisions. We want our student voices to be included in campus decisions and have an impact on our greater community. Everything we do must be centered around the needs of our students.
- We learn together
- In our world of abundant information and rapid change, we must all be learners. Our community will be built around learning and sharing our discoveries. We will find value in our strengths and recognize our challenges as we learn together.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	96
Grade 2	95
Grade 3	85
Grade 4	80
Grade 5	60
Grade 6	72
Grade 7	58
Grade 8	1
Total Enrollment	664

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.2
Asian	15.7
Black or African American	3.0
Filipino	1.8
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.8
White	35.8
English Learners	16.6
Foster Youth	0.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	25.2
Students with Disabilities	8.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	90.74	272.70	91.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.67	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	0.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	9.26	5.40	1.81	12115.80	4.41
Unknown	0.00	0.00	15.90	5.33	18854.30	6.86
Total Teaching Positions	21.60	100.00	298.60	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
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						

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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

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.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-6: Benchmark Advance/Adalante - Benchmark Education (English and Spanish) 6: Houghton Mifflin Harcourt California Collections (Adopted 2016-17) Supplemental Grades 1-2: Amplify, Core Knowledge Language Arts (Adopted 2018-19)	Yes	0
Mathematics	TK: Bridges in Mathematics - Math Learning Center K-5: Bridges in Mathematics 6: Houghton Mifflin Harcourt Go Math (Adopted June 2017)	Yes	0
Science	Grades K-5: Scott Foresman: California Science. (Adopted 2008) Grades 6: Accelerated Learning Inc.: STEMScope Science. (Adopted 2020-21)	Yes	0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California Grade 4: Houghton Mifflin: History- Social Science California Studies Grade 5: Houghton Mifflin: History- Social Science: U.S. History The Early Years Grade 6: Glencoe McGraw-Hill: Discovering Our Past: Ancient Civilizations Supplemental Teachers' Curriculum Institute: History Alive! - Houghton Mifflin Harcourt (Adopted 2006)	Yes	0
Foreign Language	N/A		
Health	Grade 5: Family Life: iMatter (Adopted 2017-18)		

School Facility Conditions and Planned Improvements

Cleaning Process:
We provide a safe and clean environment for students, staff, and volunteers before, during and after school.
Cleaning staff receives training and supplies needed to implement district cleaning standards for all facilities.
Basic cleaning operations are performed daily throughout the school year, with an emphasis on classrooms and restrooms.
Special and deep-cleaning projects are scheduled for times when students are not on campus.
Administrators work daily with the school's custodial staff to develop effective cleaning schedules and special cleaning needs.
A joint effort between students and staff helps keep the campus clean and litter-free.

Maintenance & Repair:
Facility Maintenance Department staff administers a preventative maintenance program with heavy maintenance functions occurring during student vacation periods.

The District also administers a scheduled landscape and building maintenance program to ensure that all indoor and outdoor spaces on campus remain in excellent repair. Maintenance and repairs include roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

A work order process is used when issues arise that require attention. Emergency repairs are given the highest priority, and repair requests are completed efficiently.
Voter-approved general obligation bonds supplement district funding in order to keep schools safe and up to date so students can receive the education needed to be competitive in our modern world.

Year and month of the most recent FIT report	12/8/2022

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			A8: Learning lab - fountin has no pressure, light switch cover broken B11: Ceiling tiles stained B3: Ceiling tiles stained, several faucets loose or no water MEDA: Lobby lights out, storage room stained tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			MEDA: Lobby lights out, storage room stained tiles OFFICE: can lights in staff lounge out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A2: Learning lab - hot water handle needs to be perfectly centered to stop A8: Learning lab - fountin has no pressure, light switch cover broken B3: Ceiling tiles stained, several faucets loose or no water C12: faucet leaks C14: fountain not working C6: faucet leaks and bad aerators C9: Faucet leaks GYM/LROOMS: several leaking toilets & faucets
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	45	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
All Students	358	339	94.69	5.31	54.57
Female	159	151	94.97	5.03	60.93
Male	198	187	94.44	5.56	49.73
American Indian or Alaska Native	--	--	--	--	--
Asian	56	52	92.86	7.14	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	124	93.23	6.77	31.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	52	51	98.08	1.92	70.59
White	98	93	94.90	5.10	62.37
English Learners	54	46	85.19	14.81	13.04
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	94	97.92	2.08	29.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	39	97.50	2.50	25.64

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
All Students	358	347	96.93	3.07	44.09
Female	159	154	96.86	3.14	42.86
Male	198	192	96.97	3.03	45.31
American Indian or Alaska Native	--	--	--	--	--
Asian	56	54	96.43	3.57	74.07
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	129	96.99	3.01	20.93
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	52	51	98.08	1.92	60.78
White	98	94	95.92	4.08	50.00
English Learners	54	54	100.00	0.00	9.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	94	97.92	2.08	21.28
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	39	97.50	2.50	23.08

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
Science (grades 5, 8 and high school)	NT	63.16	--	12.64	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
All Students	59	57	96.61	3.39	63.16
Female	34	34	100	0	61.76
Male	25	23	92	8	65.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100	0	84.62
White	18	17	94.44	5.56	76.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	12	100	0	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	93.1	93.1	93.1	93.1	93.1
Grade 7	89.1	89.1	89.1	90.9	89.1

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

Campbell School of Innovation invites parents to be active partners in their child's education. Whether serving on a school committee, volunteering at recess or in the classroom, or participating in school and community activities, children learn that education is important when their family members make their involvement a priority. Our active Parent-Teacher Organization (PTO) provides volunteers and funding that supports CSI programs, students and staff.

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.

Schools have 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	749	726	118	16.3
Female	367	355	51	14.4
Male	381	370	67	18.1
American Indian or Alaska Native	1	1	1	100.0
Asian	114	111	6	5.4
Black or African American	23	23	5	21.7
Filipino	14	14	2	14.3
Hispanic or Latino	255	238	58	24.4
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	88	87	15	17.2
White	245	244	28	11.5
English Learners	147	141	32	22.7
Foster Youth	7	7	2	28.6
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	218	209	59	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	19	26.8

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
Suspensions	0.40	1.45	2.45
Expulsions	0.00	0.08	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
Suspensions	0.00	1.74	0.12	2.19	0.20	3.17
Expulsions	0.00	0.13	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.74	0.13
Female	0.54	0.00
Male	2.89	0.26
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.75	0.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.04	0.00
English Learners	2.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.67	0.46
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.82	0.00

2022-23 School Safety Plan

The school safety plan was updated, reviewed and approved on 1/11/21.

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.

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	23		5	
1	23	1	3	
2	24		3	
3	21		3	
4	31		2	
5	26		2	
Other	16	1		

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	3	
1	21	1	3	
2	20	1	3	
3	22		3	
4	28		2	
5	27		2	
6	32		8	
Other	17	1		

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	23		5	
1	24		4	
2	24		4	
3	21	1	3	
4	26		3	
5	27		2	
6	23		3	
Other	18	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	
Resource Specialist (non-teaching)	
Other	6.3

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	$6,329.73	$7.23	$6,322.50	$104,518.00
District	N/A	N/A	$7,512.53	$95,045
Percent Difference - School Site and District	N/A	N/A	-17.2	1.1
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-21.3	7.1

2021-22 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.

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
Beginning Teacher Salary	$64,698	$52,641
Mid-Range Teacher Salary	$96,855	$83,981
Highest Teacher Salary	$113,504	$107,522
Average Principal Salary (Elementary)	$133,388	$136,247
Average Principal Salary (Middle)	$173,426	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$322,929	$242,166
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Professional Development provided for Teachers:
Campbell Union School District's work year calendar allocated two full days for Professional Development in the 2020-21 school year, three in 2021-22, and three in 2022-23. The District provides professional development for all credentialed and non-credentialed staff to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district.

Teachers meet regularly in professional learning communities to collaborate, examine student data, and learn from one another in job-embedded professional development. They also meet as grade-level teams to coordinate and support each other's lesson plans and intervention strategies for targeted learning needs.

Extensive coaching opportunities are available to teachers through our district Math Specialists, site Equity TOSAs (teachers on special assignment) and other district TOSAs. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

We also use a variety of delivery models for professional development, including summer training or conferences, stipends for online learning with guided facilitation with district staff members, and after school sessions throughout the school year. We take into consideration staff requests for both content and timing of the professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3