

West Point Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

| | |
|--|---------------------------|
| School Name | West Point Elementary |
| Street | 54 Bald Mountain Rd. |
| City, State, Zip | West Point, CA 95255-0096 |
| Phone Number | (209) 754-2255 |
| Principal | Katherine Hood |
| Email Address | khood@calaveras.k12.ca.us |
| School Website | wpe.custudents.net |
| County-District-School (CDS) Code | 05-61564-6003453 |

2021-22 District Contact Information

| | |
|---------------------------------|-------------------------------|
| District Name | Calaveras Unified |
| Phone Number | (209) 754-2300 |
| Superintendent | Mark Campbell |
| Email Address | mcampbell@calaveras.k12.ca.us |
| District Website Address | www.calaveras.k12.ca.us |

2021-22 School Overview

West Point Elementary School is a TK-6 school located in the foothills of the Sierra Nevada mountains of California. Our campus proudly serves approximately 115 students. It is a learning community in which all members are lifelong learners. Respect for one's self and others creates an environment where all members feel free to take the risks necessary to become problem solvers and responsible contributors to society. The learning community finds and uses the best thinking and research about education to ensure growth for all students. West Point Elementary students are held to high academic and behavioral expectations, and we believe that all students can be successful given the proper tools and strategies.

We take great pride in celebrating student achievement through Praise Notes, Mega Skills, and positive behavior reinforcement. Good attendance is emphasized and celebrated each month at whole school assemblies and through the Principal for a Day program. West Point Elementary is a Mindful School. Teachers and students learn and practice mindfulness, a brain science-based program that helps with focus, recognizing one's feelings and emotions, self-regulation, and respectful, kind relationships. Behavior expectations are posted, taught, and encouraged using Positive Behavior Instruction and Support (PBIS) strategies.

West Point Elementary School Mission Statement:

West Point Elementary School inspires academic success, cultivates a growth mindset, and nurtures our diverse community through mindful and focused instruction.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 15 |
| Grade 1 | 16 |
| Grade 2 | 15 |
| Grade 3 | 14 |
| Grade 4 | 10 |
| Grade 5 | 9 |
| Grade 6 | 15 |
| Total Enrollment | 94 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 9.6 |
| Hispanic or Latino | 13.8 |
| Two or More Races | 19.1 |
| White | 57.4 |
| Foster Youth | 5.3 |
| Homeless | 6.4 |
| Socioeconomically Disadvantaged | 76.6 |
| Students with Disabilities | 17 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.2 | 100.0 | 92.3 | 76.8 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 5.5 | 4.6 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 4.6 | 3.9 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 9.9 | 8.3 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 7.7 | 6.5 | 18854.3 | 6.9 |
| Total Teaching Positions | 4.2 | 100.0 | 120.1 | 100.0 | 274759.1 | 100.0 |

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

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

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

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

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

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

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

There is a sufficient supply of good quality textbooks and instructional materials available at West Point Elementary school. The school is compliant in all aspects of the Williams Act.

Year and month in which the data were collected

December 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Grades K-5: McGraw-Hill Education - Wonders Grade 6: McGraw-Hill StudySync | Yes | 0% |
| Mathematics | Grades 3-6: Scott Foresman-Addison Wesley- EnVision Math, 2009 Grades K-2 Scott Foresman-Addison Wesley-EnVision Common Core | Yes | 0% |
| Science | Grades K-5: FOSS -Full Option Science System, 2007 Grade 6: McMillan/McGraw Hill-California Earth Science, 2008 | Yes | 0% |
| History-Social Science | Grades K-5: Scott Foresman-History-Social Science for CA, 2006 Grade 6: Harcourt-Reflections-Ancient Civilizations, 2007 | Yes | 0% |
| Health | Mendez Foundation-Too Good For Drugs Second Step (SES curriculum) | Yes | 0% |

School Facility Conditions and Planned Improvements

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

Year and month of the most recent FIT report

1/05/2022

| 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 | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: | | X | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|--|--|---|---|
| Structural Damage, Roofs | | | | |
| 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 | 49 | 43 | 87.76 | 12.24 | 30.23 |
| Female | 26 | 23 | 88.46 | 11.54 | 34.78 |
| Male | 23 | 20 | 86.96 | 13.04 | 25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 24 | 92.31 | 7.69 | 41.67 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 34 | 29 | 85.29 | 14.71 | 17.24 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100 | 0 | 9.09 |

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 | 49 | 43 | 87.76 | 12.24 | 25.58 |
| Female | 26 | 23 | 88.46 | 11.54 | 21.74 |
| Male | 23 | 20 | 86.96 | 13.04 | 30.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 25 | 96.15 | 3.85 | 24.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 34 | 29 | 85.29 | 14.71 | 24.14 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 9.09 |

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.

| | | | | | |
|----------------------------------|----|----|----|----|----|
| All Students | NA | NA | NA | NA | NA |
| Female | NA | NA | NA | NA | NA |
| Male | NA | NA | NA | NA | NA |
| American Indian or Alaska Native | NA | NA | NA | NA | NA |
| Asian | NA | NA | NA | NA | NA |
| Black or African American | NA | NA | NA | NA | NA |
| Filipino | NA | NA | NA | NA | NA |
| Hispanic or Latino | NA | NA | NA | NA | NA |

| | | | | | |
|--|----|----|----|----|----|
| Native Hawaiian or Pacific Islander | NA | NA | NA | NA | NA |
| Two or More Races | NA | NA | NA | NA | NA |
| White | NA | NA | NA | NA | NA |
| English Learners | NA | NA | NA | NA | NA |
| Foster Youth | NA | NA | NA | NA | NA |
| Homeless | NA | NA | NA | NA | NA |
| Military | NA | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | NA | NA | NA | NA | NA |
| Students Receiving Migrant Education Services | NA | NA | NA | NA | NA |
| Students with Disabilities | NA | NA | NA | NA | NA |

*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.

*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 | 0.00 | N/A | 0.00 | 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 | 13 | 11 | 84.62 | 15.38 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| 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.

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

Because health and safety are a priority this school year, and in order to reduce exposure to COVID-19, we are currently not allowing parents and other, non-essential volunteers on campus. Our Parent Teacher Group (PTG) continues to meet and supports the students in many ways including Thanksgiving Feast, Santa's Workshop, Trunk or Treat, special projects, assemblies, and book fairs. The PTG also supports teachers through fundraising and teacher supply accounts.

Other parent involvement opportunities include Site Council, Enrichment Nights (Math Night, Art Night, etc.), music, school beautification projects, and our school garden.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 118 | 112 | 35 | 31.3 |
| Female | 65 | 63 | 21 | 33.3 |
| Male | 53 | 49 | 14 | 28.6 |
| American Indian or Alaska Native | 9 | 9 | 3 | 33.3 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 17 | 17 | 5 | 29.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 23 | 22 | 13 | 59.1 |
| White | 69 | 64 | 14 | 21.9 |
| English Learners | 0 | 0 | 0 | 0.0 |
| Foster Youth | 5 | 5 | 4 | 80.0 |
| Homeless | 10 | 10 | 4 | 40.0 |
| Socioeconomically Disadvantaged | 92 | 88 | 33 | 37.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 25 | 24 | 6 | 25.0 |

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 | 9.84 | 0.00 | 10.85 | 1.39 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.16 | 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 | 7.08 | 7.52 | 2.45 |
| Expulsions | 0.00 | 0.06 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Safety of students and staff is a primary concern for West Point Elementary. The school complies with all laws rules and regulations. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly throughout the school year. Staff and students have been trained in Standard Response Protocol which outlines emergency procedures for Hold, Secure, Lockdown, Evacuate, and Shelter. Special drills, such as lockdowns, have been conducted with law enforcement present on the school grounds. The lockdowns are practiced so that staff and students know what to do when an unsafe or dangerous situation occurs.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors at school are required to check-in at the front office and are given a badge to wear during their stay on campus.

The Comprehensive Safety Plan was developed by the School Safety Team in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff the means to ensure a safe and orderly learning environment. Each spring, the safety plan is reviewed and revised as required by a committee of parents, teachers, community members, classified personnel, and administrative officials. West Point Elementary Safety Plan was last revised on February 2021, and can be found

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 23 | | 1 | |
| 1 | | | | |
| 2 | 24 | | 1 | |
| 3 | | | | |
| 4 | 28 | | 1 | |
| 5 | | | | |
| 6 | 33 | | | 1 |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other | 26 | | 3 | 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 | 15 | 1 | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other | 26 | | 3 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| 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 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 | \$6594 | 1093 | 5501 | \$67,522 |
| District | N/A | N/A | \$7,843 | \$71,028 |
| Percent Difference - School Site and District | N/A | N/A | -35.1 | -5.1 |
| State | | | \$8,444 | \$77,042 |
| Percent Difference - School Site and State | N/A | N/A | -42.2 | -13.2 |

2020-21 Types of Services Funded

Using its Title I categorical moneys, West Point Elementary is able to provide intervention support for students. Interventions vary and include pull out, grade level instruction in first grade reading and math, and focused and targeted afternoon reading and math sessions. Funds are also utilized to allow teachers time needed to analyze student achievement data to ensure that interventions are appropriate and valuable. Title I is also used to fund enrichment opportunities for students and families including school garden activities, poetry instruction, and family nights. School Improvement monies from the state of California provide for instructional aides and substitute time for teachers to attend Student Study Team meetings. The SST team meets with parents to develop plans to help struggling students.

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 | \$44,171 | \$48,119 |
| Mid-Range Teacher Salary | \$61,350 | \$74,665 |
| Highest Teacher Salary | \$89,769 | \$98,160 |
| Average Principal Salary (Elementary) | \$96,155 | \$118,542 |
| Average Principal Salary (Middle) | \$99,232 | \$125,068 |
| Average Principal Salary (High) | \$112,802 | \$133,516 |
| Superintendent Salary | \$150,450 | \$194,199 |
| Percent of Budget for Teacher Salaries | 29% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

Calaveras Unified School District supports staff development by offering a variety of trainings and support for teachers throughout the year.

At the site level, West Point Elementary invests 10% of its Title I money each year in professional development. Many teachers attend trainings at the school district and county offices. Some teachers have traveled to other regions for trainings.

Professional learning is shared at staff meetings, and informally amongst staff in order to collaborate, reflect on, and improve student learning. The district ILT (Instructional Leadership Team) meets to prioritize professional development needs and requests, and works with district leaders to develop, or find appropriate professional learning opportunities. Professional learning is focused around the district's Signature Practices: Academic Discussion, Writing, Formative Assessment, and Foundation of Positive Relationships. At West Point Elementary, all teachers, a paraeducator and the administrator completed coursework through Mindfulschools.org. Mindfulness and Trauma Informed education continues to be a focus for staff development at West Point Elementary.

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 | 4 | 4 | 4 |

Calaveras Unified

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 | Calaveras Unified |
| Phone Number | (209) 754-2300 |
| Superintendent | Mark Campbell |
| Email Address | mcampbell@calaveras.k12.ca.us |
| District Website Address | www.calaveras.k12.ca.us |

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 | 1455 | 1094 | 75.19 | 24.81 | 28.37 |
| Female | 671 | 508 | 75.71 | 24.29 | 32.87 |
| Male | 784 | 586 | 74.74 | 25.26 | 24.44 |
| American Indian or Alaska Native | 22 | 12 | 54.55 | 45.45 | 8.33 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 352 | 266 | 75.57 | 24.43 | 18.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 105 | 81 | 77.14 | 22.86 | 34.18 |
| White | 959 | 724 | 75.50 | 24.50 | 31.81 |
| English Learners | 61 | 49 | 80.33 | 19.67 | 2.08 |
| Foster Youth | 22 | 15 | 68.18 | 31.82 | 26.67 |
| Homeless | 76 | 46 | 60.53 | 39.47 | 8.70 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 765 | 559 | 73.07 | 26.93 | 20.25 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 284 | 207 | 72.89 | 27.11 | 3.94 |

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 | 1456 | 1101 | 75.62 | 24.38 | 15.80 |
| Female | 672 | 511 | 76.04 | 23.96 | 14.51 |
| Male | 784 | 590 | 75.26 | 24.74 | 16.92 |
| American Indian or Alaska Native | 22 | 16 | 72.73 | 27.27 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 352 | 255 | 72.44 | 27.56 | 9.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 105 | 82 | 78.10 | 21.90 | 29.27 |
| White | 960 | 735 | 76.56 | | 16.67 |
| English Learners | 61 | 45 | 73.77 | 26.23 | 0.00 |
| Foster Youth | 22 | 15 | 68.18 | 31.82 | 13.33 |
| Homeless | 76 | 46 | 60.53 | 39.47 | 13.64 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 766 | 561 | 73.24 | 26.76 | 12.39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 284 | 214 | 75.35 | 24.65 | 2.34 |

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.

*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.

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