

Tremont 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	Tremont Elementary
Street	355 Pheasant Run Dr.
City, State, Zip	Dixon, Ca, 95620-4219
Phone Number	707-693-6320
Principal	Tori Peterson, Principal
Email Address	tori.peterson@dixonusd.org
School Website	https://tremont.dixonusd.org/
County-District-School (CDS) Code	48705326110282

2021-22 District Contact Information

District Name	Dixon Unified School District
Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.org

2021-22 School Overview

Dixon Unified School District is comprised of 3 Elementary Schools, 1 Middle School, 1 High School, and an Alternative High School. Tremont's population is approximately 391 student's kindergarten through 5th grade. Tremont Elementary School promotes high academic success through high expectations and rigorous academic instruction. Tremont encourages active student engagement by providing each student with a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Tremont team joins the parents and community to assist the students in developing 21st-century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly in a global society. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include the School Site Council (SSC), English Learner Advisory Council (ELAC), and Local Control Accountability Plan (LCAP).

We strive to meet the needs of each of our students by adhering to the District's core vision and beliefs, which serves as guiding principles for site-level planning. The guiding core vision is: Plan and act to meet our students' needs first, engage students in learning through innovative and effective instruction, invest in the growth and development of our staff, support learning through modern technology and safe facilities, and ensure ongoing, measurable improvement through collaborations. All of these are the foundation of the district vision of: To close the achievement gap by preparing all students for college and career readiness and success in a global society. Tremont's Vision is to provide a strong sense of community.

About Our School

The purpose of the California Dashboard is to provide students and parents with information about our school's instructional programs, academic achievement, student activities, materials and facilities, and staff. Information about our district, Dixon

2021-22 School Overview

Unified School District, is also provided. Parents and the community play an important role in our school by volunteering in the classroom, contributing to fundraisers, and supporting the school programs. The school staff strives to inform the community about the school's educational program, student achievement, and extracurricular activities. We value:

Students – first in everything we do

Community – meaningful and supportive relationships

Collaboration – essential to student success

Respect – for each and every one

Achievement – high expectations improve performance

We Believe...

- All students can learn.
- Students are our first priority.
- Students benefit from family and community support.
- All people have worth.
- High expectations improve performance

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	52
Grade 2	65
Grade 3	76
Grade 4	67
Grade 5	70
Total Enrollment	383

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Asian	0.8
Black or African American	3.1
Filipino	1.3
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.9
White	36.3
English Learners	13.3
Foster Youth	1
Homeless	1.3
Socioeconomically Disadvantaged	46.5
Students with Disabilities	20.1

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

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) (Adopted 2017) Benchmark Advance (2nd - 5th grade) (Adopted 2017)	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Adopted 2015)	Yes	0.00 %
Science	Harcourt - California Science	Yes	0.00 %
History-Social Science	Pearson Scott Foresman - History-Social Science For California	Yes	0.00 %
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Tremont is a 29-year-old school that meets all state requirements for school facilities. The campus currently contains 35 portable classrooms, a multipurpose room, library, black top area and grass field for activities, two play structures, and an administration office. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have W IFI capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. The front office is projected to undergo a reconfiguration during the summer of 2021, to allow the campus to be secure during school hours, and force all visitor traffic to check in with the front office.

Year and month of the most recent FIT report

7/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P5: 2. TILES NEAR HVAC VENTS ARE DIRTY.4. RUBBER MOLDING IS CHIPPING. 13. GUTTER SPOUT NOT CONNECTED. 15. DOOR SCRAPES ON RAMP.
Interior: Interior Surfaces			X	1: 4. CEILING TILE IS MISSING. WALL BOARD IS LOOSE. 11. PAINT IS PEELING ON EAVES. 10: 4. CEILING TILE IS MISSING. 12. DRY ROT ON DOOR FRAME. 11: 4. CARPET IS LIFTING. 12: 4. CARPET IS WORN, TORN AND LIFTING. WALLPAPER IS TORN. 11. PAINT IS PEELING ON EAVES.

School Facility Conditions and Planned Improvements

14: 4. CARPET IS WORN AND LIFTING. FLOOR TILES ARE BROKEN. 7. APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE.9. FOUNTAIN HAS NO FLOW. 10. PLUG IN AIRVREFRESHENER. 11. PAINT IS PEELING ON EAVES.

15: 4. CARPET IS TORN (TAPED). RUBBER MOLDING IS MISSING. METAL TRIM IS BROKEN AT CARPET/TILE SEAM. HOLE BURNED IN COUNTER TOP. 11. PAINT IS PEELING ON EAVES.

16: 4. CARPET HAS LARGE TEAR (TAPED). FLOOR TILES ARE BROKEN. 11. PAINT PEELING ON EAVES.

17: 4. RUBBER MOLDING IS LOOSE. WATER DAMAGE TO WALL. FORMICA COUNTERTOP STRIP IS CHIPPING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

18: 4. WATER DAMAGE TO CEILING. CARPET IS TORN AND LIFTING. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN.11. PAINT PEELING ON EAVES.

19: 4. FLOOR TILES ARE BROKEN.

19A: 4. WATER DAMAGE/DRY ROT AT BACK DOOR AROUND FRAME AND LIGHT SWITCH. WATER DAMAGE TO MAIN BEAM. FLOOR TILES ARE BROKEN IN BOTH STORAGE ROOMS. RUBBER COVING IS MISSING.

20: 4. CARPET IS LIFTING AND TORN. FORMICA COUNTERTOP IS CHIPPED.

21: 4. CARPET IS LIFTING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 13. EAVES ARE RUSTED.

22: 4. CARPET IS LIFTING. WALL BOARD IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT PEELING ON EAVES. AINT IS CHIPPING OD DOOR.13. EAVES ARE RUSTED.

24: 4. CARPET IS TORN. FLOOR TILES ARE BROKEN. CABINET DOORS ARE MISSING. WALL BOARD IS TORN. 13. EAVES ARE RUSTED.

25: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING AT TILE/CARPET SEAM IS MISSING. CARPET IS TORN. 13. EAVES ARE RUSTED.

26: 4. FLOOR TILES ARE BROKEN.9 WALL BOARD IS TORN.. DRINKING FOUNTAIN HAS NO FLOW.

27: 4. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 13. EAVES ARE RUSTING.

School Facility Conditions and Planned Improvements

28: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. DOOR IS PITTING AND RUSTING. 13. EAVES ARE RUSTING.

29: 4. CEILING TILE IS TORN. FLOOR TILES ARE BROKEN AT ENTRY. 11. DOOR IS PITTING AND RUSTING.

3: 4. CARPET IS TORN AND WORN. 11. PAINT IS PEELING ON EAVES. 14. BACK RAMP IS RUSTED.

4: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN. 13. EAVES ARE RUSTED. 14. BACK RAMP IS RUSTED.

5: 4. FLOOR TILES ARE BROKEN. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. RESTROOM HAS FOUL ODOR. 13. EAVES ARE RUSTED.

6: 4. CARPET IS TORN AND LIFTING. 10. PLUG IN AIR FRESHENER PRESENT..

7: 4. CARPET IS WORN AND LIFTING. FORMICA IS CHIPPING ON COUNTER TOP. CARPET IS STAINED. 6. ROACH PRESENT. 13. EAVES ARE RUSTED.

8: 4. CARPET IS TORN AND LIFTING. CEILING TILES HAVE HOLES. 7. THREE OUTLET COVERS ARE LOOSE EXPOSING LIVE WIRES. 13. EAVES ARE RUSTED.

9: 4. CARPET IS TORN AND LIFTING. FLOOR TILES ARE BROKEN. HOLES IN WALL FOR ETHERNET CABLE. WALLPAPER IS TORN. 14. TRIP HAZARD AT ENTRY. 15. WINDOW SCREEN IS MISSING.

BOYS RESTROOM (MPR): 4. URINAL DIVIDERS ARE RUSTED/DETERIORATING. 8. TOILET IS LOOSE AT BASE.

GIRLS RESTROOM (MPR): 4. SANITARY NAPKIN DISPOSAL LID IS MISSING. 9. FAUCETS HAVE A LOW FLOW.

MPR: 4. WALL PAPER IS TORN. 7. MULTIPLE LIGHT FIXTURES ARE OUT. BALLASTS MAKE A LOUD HUMMING NOISE.

NURSE: 4. WALL PAPER IS TORN.

P10: 4. CEILING TILE HAS A WATER STAIN. DRAWER HANDLE IS MISSING. CARPET IS TORN. 7. NINE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS BROKEN. EXTENSION CORD IS BEING PERMANENTLY USED. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. RAMP IS RUSTED.

P2: 4. CEILING TILES ARE TORN. CARPET IS TORN. 5. UNSECURED ITEMS STORED TOO HIGH. 6. SEVEN CATS WERE OBSERVED BEHIND P2. 7.

School Facility Conditions and Planned Improvements

			<p>ETHERNET BOX IS LOOSE FROM THE WALL. ACCESS TO ELECTRICAL BOX IS BLOCKED.</p> <p>P3: 4. CARPET IS WORN AND TORN (TAPED). 5. CATFOOD STREWN OVER FLOOR. 7. DOORBELL COVER IS MISSING. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS TORN.</p> <p>P4: 4. CARPET IS TORN. WALL BOARD IS TORN.5. ROOM HAS FOUL ODOR.12. DRY ROT ON SKIRTING. 14. RAMP IS LOOSE.</p> <p>P5: 2. TILES NEAR HVAC VENTS ARE DIRTY.4. RUBBER MOLDING IS CHIPPING. 13. GUTTER SPOUT NOT CONNECTED. 15. DOOR SCRAPES ON RAMP.</p> <p>P7: 4. CARPET IS WORN, TORN (TAPED) AND LIFTING. HOOKS IN WALL ARE A HAZARD AT ENTRY. WALL BOARD HAS HOLES. FORMICA STRIP MISDING ON BOOKCASES. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 14. TRIP HAZARD ON EXTERIOR WALKWAY.</p> <p>P8: 4. CARPET IS WORN AND TORN. 7. MULTIPLE LIGHTS PANELS ARE OUT.12. DRY ROT ON SIDING. 14. TRIP HAZARD RAMP/ASPHALT SEAM.</p> <p>P9: 4. CARPET IS TORN. 7. MULTIPLE LIGHT OANELS ARE OUT. 12. DRY ROT ON SKIRTING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT COVER IS LOOSE IN CLOSET. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING IN RR. 11. PAINT IS PEELING ON CEILING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>22: 4. CARPET IS LIFTING. WALL BOARD IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT PEELING ON EAVES. AINT IS CHIPPING OD DOOR.13. EAVES ARE RUSTED.</p> <p>28: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. DOOR IS PITTING ANDV RUSTING. 13. EAVES ARE RUSTING.</p> <p>5: 4. FLOOR TILES ARE BROKEN. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. RESTROOM HAS FOUL ODOR. 13. EAVES ARE RUSTED.</p> <p>7: 4. CARPET IS WORN AND LIFTING. FORMICA IS CHIPPING ON COUNTER TOP. CARPET IS STAINED. 6. ROACH PRESENT. 13. EAVES ARE RUSTED.</p> <p>MENS REST ROOM (NEAR 12): 6. SPIDERS PRESENT, INCLUDING BLACK WIDOW.</p>

School Facility Conditions and Planned Improvements

			<p>P2: 4. CEILING TILES ARE TORN. CARPET IS TORN. 5. UNSECURED ITEMS STORED TOO HIGH. 6. SEVEN CATS WERE OBSERVED BEHIND P2. 7. ETHERNET BOX IS LOOSE FROM THE WALL. ACCESS TO ELECTRICAL BOX IS BLOCKED.</p> <p>P3: 4. CARPET IS WORN AND TORN (TAPED). 5. CATFOOD STREWN OVER FLOOR. 7. DOORBELL COVER IS MISSING. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS TORN.</p> <p>P4: 4. CARPET IS TORN. WALL BOARD IS TORN.5. ROOM HAS FOUL ODOR.12. DRY ROT ON SKIRTING. 14. RAMP IS LOOSE.</p>
<p>Electrical</p>		<p>X</p>	<p>14: 4. CARPET IS WORN AND LIFTING. FLOOR TILES ARE BROKEN. 7. APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE.9. FOUNTAIN HAS NO FLOW. 10. PLUG IN AIRVFRESHENER. 11. PAINT IS PEELING ON EAVES.</p> <p>8: 4. CARPET IS TORN AND LIFTING. CEILING TILES HAVE HOLES. 7. THREE OUTLET COVERS ARE LOOSE EXPOSING LIVE WIRES. 13. EAVES ARE RUSTED.</p> <p>ADMIN: 7. FOUR LIGHT PANELS ARE OUT. BOYS REST ROOM (BEHIND 19): 7. SWITCH PLATE IS BROKEN. 13. PAINT IS PEELING ON GUTTER DOWN SPOUT. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>MPR: 4. WALL PAPER IS TORN. 7. MULTIPLE LIGHT FIXTURES ARE OUT. BALLASTS MAKE A LOUD HUMMING NOISE.</p> <p>P1: 7. LIGHT SWITCH IS BROKEN. TWO LIGHT DIFFUSERS ARE MISSING. 13. HOLES ARE RUSTED THROUGH GUTTER. 14. TRIP HAZARD ON WALKWAY TO RAMP. THRESHOLD FILLING GAP BETWEEN RAMP AND ROOM IS MISSING. TREE IS IMPEDING WALKWAY IN PLANTER NEXT TOO P1.</p> <p>P10: 4. CEILING TILE HAS A WATER STAIN. DRAWER HANDLE IS MISSING. CARPET IS TORN. 7. NINE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS BROKEN. EXTENSION CORD IS BEING PERMANENTLY USED. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. RAMP IS RUSTED.</p> <p>P2: 4. CEILING TILES ARE TORN. CARPET IS TORN. 5. UNSECURED ITEMS STORED TOO HIGH. 6. SEVEN CATS WERE OBSERVED BEHIND P2. 7. ETHERNET BOX IS LOOSE FROM THE WALL. ACCESS TO ELECTRICAL BOX IS BLOCKED.</p>

School Facility Conditions and Planned Improvements

			<p>P3: 4. CARPET IS WORN AND TORN (TAPED). 5. CATFOOD STREWN OVER FLOOR. 7. DOORBELL COVER IS MISSING. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS TORN.</p> <p>P8: 4. CARPET IS WORN AND TORN. 7. MULTIPLE LIGHTS PANELS ARE OUT.12. DRY ROT ON SIDING. 14. TRIP HAZARD RAMP/ASPHALT SEAM.</p> <p>P9: 4. CARPET IS TORN. 7. MULTIPLE LIGHT OANELS ARE OUT. 12. DRY ROT ON SKIRTING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>PE OFFICE: 7. ONE OF TWO LIGHT BULBS IS OUT. 10. ACCESS TO FIRE RISER IS BLOCKED.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT COVER IS LOOSE IN CLOSET. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING IN RR. 11. PAINT IS PEELING ON CEILING.</p> <p>STAGE: 7. MULTIPLE LIGHT BULBS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 9. FAUCET AND FOUNTAIN NOT WORKING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>14: 4. CARPET IS WORN AND LIFTING. FLOOR TILES ARE BROKEN. 7. APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE.9. FOUNTAIN HAS NO FLOW. 10. PLUG IN AIRVFRESHENER. 11. PAINT IS PEELING ON EAVES.</p> <p>21: 4. CARPET IS LIFTING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 13. EAVES ARE RUSTED.</p> <p>23: 9. FAUCET LEAKS AT HANDLE AND IS LOOSE AT THE BASE. 13. EAVES ARE RUSTED.</p> <p>26: 4. FLOOR TILES ARE BROKEN.9 WALL BOARD IS TORN.. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>27: 4. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 13. EAVES ARE RUSTING.</p> <p>5: 4. FLOOR TILES ARE BROKEN. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. RESTROOM HAS FOUL ODOR. 13. EAVES ARE RUSTED.</p> <p>BOYS REST ROOM (BEHIND 19): 7. SWITCH PLATE IS BROKEN. 13. PAINT IS PEELING ON GUTTER DOWN SPOUT. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>BOYS RESTROOM (MPR): 4. URINAL DIVIDERS ARE RUSTED/DETERIORATING. 8. TOILET IS LOOSE AT BASE.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (BEHIND 19): 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON SANITARY NAPKIN DISPENSER.</p> <p>GIRLS REST ROOM (NEAR 12): 9. FAUCET HAS A LOW FLOW. SINK CAPS ARE MISSING.</p> <p>GIRLS RESTROOM (MPR): 4. SANITARY NAPKIN DISPOSAL LID IS MISSING. 9. FAUCETS HAVE A LOW FLOW.</p> <p>P6: 9. FAUCET PIPES CAVITATE WHEN FAUCET IS TURNED OFF. 11. PAINT IS CHIPPING ON DOOR. 15. WINDOW SCREENS ARE TORN. DOOR WEATHER STRIPPING IS TORN.</p> <p>P7: 4. CARPET IS WORN, TORN (TAPED) AND LIFTING. HOOKS IN WALL ARE A HAZARD AT ENTRY. WALL BOARD HAS HOLES. FORMICA STRIP MISDING ON BOOKCASES. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 14. TRIP HAZARD ON EXTERIOR WALKWAY.</p> <p>STAGE: 7. MULTIPLE LIGHT BULBS ARE OUT. EXTERIOR OUTLET COVER IS MISSING. 9. FAUCET AND FOUNTAIN NOT WORKING.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>1: 4. CEILING TILE IS MISSING. WALL BOARD IS LOOSE. 11. PAINT IS PEELING ON EAVES.</p> <p>12: 4. CARPET IS WORN, TORN AND LIFTING. WALLPAPER IS TORN. 11. PAINT IS PEELING ON EAVES.</p> <p>14: 4. CARPET IS WORN AND LIFTING. FLOOR TILES ARE BROKEN. 7. APPLIANCES IN CLOSE PROXIMITY TO WATER SOURCE. 9. FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EAVES.</p> <p>15: 4. CARPET IS TORN (TAPED). RUBBER MOLDING IS MISSING. METAL TRIM IS BROKEN AT CARPET/TILE SEAM. HOLE BURNED IN COUNTER TOP. 11. PAINT IS PEELING ON EAVES.</p> <p>16: 4. CARPET HAS LARGE TEAR (TAPED). FLOOR TILES ARE BROKEN. 11. PAINT PEELING ON EAVES.</p> <p>18: 4. WATER DAMAGE TO CEILING. CARPET IS TORN AND LIFTING. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 11. PAINT PEELING ON EAVES.</p> <p>22: 4. CARPET IS LIFTING. WALL BOARD IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT PEELING ON EAVES. PAINT IS CHIPPING ON DOOR. 13. EAVES ARE RUSTED.</p>

School Facility Conditions and Planned Improvements

			<p>28: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. DOOR IS PITTING AND RUSTING. 13. EAVES ARE RUSTING.</p> <p>29: 4. CEILING TILE IS TORN. FLOOR TILES ARE BROKEN AT ENTRY. 11. DOOR IS PITTING AND RUSTING.</p> <p>3: 4. CARPET IS TORN AND WORN. 11. PAINT IS PEELING ON EAVES. 14. BACK RAMP IS RUSTED.</p> <p>6: 4. CARPET IS TORN AND LIFTING. 10. PLUG IN AIR FRESHENER PRESENT..</p> <p>GIRLS REST ROOM (BEHIND 19): 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON SANITARY NAPKIN DISPENSER.</p> <p>P6: 9. FAUCET PIPES CAVITATE WHEN FAUCET IS TURNED OFF. 11. PAINT IS CHIPPING ON DOOR. 15. WINDOW SCREENS ARE TORN. DOOR WEATHER STRIPPING IS TORN.</p> <p>PE OFFICE: 7. ONE OF TWO LIGHT BULBS IS OUT. 10. ACCESS TO FIRE RISER IS BLOCKED.</p> <p>PRINCIPAL: 10. PLUG IN AIR FRESHENER.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT COVER IS LOOSE IN CLOSET. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS MISSING IN RR. 11. PAINT IS PEELING ON CEILING.</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>10: 4. CEILING TILE IS MISSING. 12. DRY ROT ON DOOR FRAME.</p> <p>21: 4. CARPET IS LIFTING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 13. EAVES ARE RUSTED.</p> <p>22: 4. CARPET IS LIFTING. WALL BOARD IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT PEELING ON EAVES. PAINT IS CHIPPING ON DOOR. 13. EAVES ARE RUSTED.</p> <p>23: 9. FAUCET LEAKS AT HANDLE AND IS LOOSE AT THE BASE. 13. EAVES ARE RUSTED.</p> <p>24: 4. CARPET IS TORN. FLOOR TILES ARE BROKEN. CABINET DOORS ARE MISSING. WALL BOARD IS TORN. 13. EAVES ARE RUSTED.</p> <p>25: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING AT TILE/CARPET SEAM IS MISSING. CARPET IS TORN. 13. EAVES ARE RUSTED.</p> <p>27: 4. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 13. EAVES ARE RUSTING.</p>

School Facility Conditions and Planned Improvements

28: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. DOOR IS PITTING AND RUSTING. 13. EAVES ARE RUSTING.

4: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN. 13. EAVES ARE RUSTED. 14. BACK RAMP IS RUSTED.

5: 4. FLOOR TILES ARE BROKEN. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. RESTROOM HAS FOUL ODOR. 13. EAVES ARE RUSTED.

7: 4. CARPET IS WORN AND LIFTING. FORMICA IS CHIPPING ON COUNTER TOP. CARPET IS STAINED. 6. ROACH PRESENT. 13. EAVES ARE RUSTED.

8: 4. CARPET IS TORN AND LIFTING. CEILING TILES HAVE HOLES. 7. THREE OUTLET COVERS ARE LOOSE EXPOSING LIVE WIRES. 13. EAVES ARE RUSTED.

BAND OFFICE: 12. LARGE WALL CRACK IN HANDICAPPED LIFT ROOM.

BOYS REST ROOM (BEHIND 19): 7. SWITCH PLATE IS BROKEN. 13. PAINT IS PEELING ON GUTTER DOWN SPOUT. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

P1: 7. LIGHT SWITCH IS BROKEN. TWO LIGHT DIFFUSERS ARE MISSING. 13. HOLES ARE RUSTED THROUGH GUTTER. 14. TRIP HAZARD ON WALKWAY TO RAMP. THRESHOLD FILLING GAP BETWEEN RAMP AND ROOM IS MISSING. TREE IS IMPEDING WALKWAY IN PLANTER NEXT TO P1.

P3: 4. CARPET IS WORN AND TORN (TAPED). 5. CATFOOD STREWN OVER FLOOR. 7. DOORBELL COVER IS MISSING. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS TORN.

P4: 4. CARPET IS TORN. WALL BOARD IS TORN. 5. ROOM HAS FOUL ODOR. 12. DRY ROT ON SKIRTING. 14. RAMP IS LOOSE.

P5: 2. TILES NEAR HVAC VENTS ARE DIRTY. 4. RUBBER MOLDING IS CHIPPING. 13. GUTTER SPOUT NOT CONNECTED. 15. DOOR SCRAPES ON RAMP.

P8: 4. CARPET IS WORN AND TORN. 7. MULTIPLE LIGHTS PANELS ARE OUT. 12. DRY ROT ON SIDING. 14. TRIP HAZARD RAMP/ASPHALT SEAM.

P9: 4. CARPET IS TORN. 7. MULTIPLE LIGHT PANELS ARE OUT. 12. DRY ROT ON SKIRTING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

17: 4. RUBBER MOLDING IS LOOSE. WATER DAMAGE TO WALL. FORMICA COUNTERTOP STRIP IS CHIPPING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

3: 4. CARPET IS TORN AND WORN. 11. PAINT IS PEELING ON EAVES. 14. BACK RAMP IS RUSTED.

4: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN. 13. EAVES ARE RUSTED. 14. BACK RAMP IS RUSTED.

9: 4. CARPET IS TORN AND LIFTING. FLOOR TILES ARE BROKEN. HOLES IN WALL FOR ETHERNET CABLE. WALLPAPER IS TORN.14. TRIP HAZARD AT ENTRY. 15. WINDOW SCREEN IS MISSING. BOYS REST ROOM (BEHIND 19): 7. SWITCH PLATE IS BROKEN. 13. PAINT IS PEELING ON GUTTER DOWN SPOUT. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

P1: 7. LIGHT SWITCH IS BROKEN. TWO LIGHT DIFFUSERS ARE MISSING. 13. HOLES ARE RUSTED THROUGH GUTTER. 14. TRIP HAZARD ON WALKWAY TO RAMP. THRESHOLD FILLING GAP BETWEEN RAMP AND ROOM IS MISSING. TREE IS IMPEDING WALKWAY IN PLANTER NEXT TOO P1.

P10: 4. CEILING TILE HAS A WATER STAIN. DRAWER HANDLE IS MISSING. CARPET IS TORN. 7. NINE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS BROKEN. EXTENSION CORD IS BEING PERMANENTLY USED. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. RAMP IS RUSTED.

P12: 4. CEILING TILE HAS A HOLE IN IT. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS BAD. OUTLET COVER IS MISDING. 12. DRY ROT ON DOOR FRAME. 11. PAINT IS PEELING ON RESTROOM WALL. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM AND AT GATED ENTRY.

P3: 4. CARPET IS WORN AND TORN (TAPED). 5. CATFOOD STREWN OVER FLOOR. 7. DOORBELL COVER IS MISSING. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS TORN.

P4: 4. CARPET IS TORN. WALL BOARD IS TORN.5. ROOM HAS FOUL ODOR.12. DRY ROT ON SKIRTING. 14. RAMP IS LOOSE.

P5: 2. TILES NEAR HVAC VENTS ARE DIRTY.4. RUBBER MOLDING IS CHIPPING. 13. GUTTER SPOUT NOT CONNECTED. 15. DOOR SCRAPES ON RAMP.

School Facility Conditions and Planned Improvements

			<p>P6: 9. FAUCET PIPES CAVITATE WHEN FAUCET IS TURNED OFF. 11. PAINT IS CHIPPING ON DOOR. 15. WINDOW SCREENS ARE TORN. DOOR WEATHER STRIPPING IS TORN.</p> <p>P7: 4. CARPET IS WORN, TORN (TAPED) AND LIFTING. HOOKS IN WALL ARE A HAZARD AT ENTRY. WALL BOARD HAS HOLES. FORMICA STRIP MISDING ON BOOKCASES. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 14. TRIP HAZARD ON EXTERIOR WALKWAY.</p> <p>P8: 4. CARPET IS WORN AND TORN. 7. MULTIPLE LIGHTS PANELS ARE OUT.12. DRY ROT ON SIDING. 14. TRIP HAZARD RAMP/ASPHALT SEAM.</p> <p>P9: 4. CARPET IS TORN. 7. MULTIPLE LIGHT OANELS ARE OUT. 12. DRY ROT ON SKIRTING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>PLAY COURTS: 14. TRIP HAZARDS AT CEMENT/ASPHALT SEAMS THROUGH OUT. EXCESSIVE VEGETATION GROWTH ON PLAY COURTS.</p>
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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	214	NT	NT	NT	NT
Female	102	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	48	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	214	NT	NT	NT	NT
Female	102	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	48	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.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	210	204	97.1	2.9	40.6
Female	100	96	96	4.1	44.7
Male	110	108	98.2	1.8	37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	114	95.7	4.3	33.3
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100	0	45.4
White	113	110	97.3	2.7	47.2
English Learners	31	31	100	0	3.2
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	90	94.7	5.3	31.1
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	42	91.3	8.7	11.9

*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.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
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*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	NT	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	69	NT	NT	NT	NT
Female	38	NT	NT	NT	NT
Male	31	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	11	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

Parents have numerous opportunities to participate in their children's education. Our parents are very active; however, we continue to seek more ways to keep the lines of communication open. Tremont values and includes all stakeholders in the educational process. At school, parent participation is active and a key component of our culture. Family members contribute to the Tremont community in many ways, including volunteering in the classroom, attending parent education classes, organizing and assisting in daily school activities, and participating in committees. The School Site Council (SSC) and Teacher Parents Organization (TPO) invite parent/guardian involvement in school planning and activities through virtual monthly/bi-monthly meetings. School Site Council Committee (SSC) help plan and evaluate the overall school program and approval of yearly budget expenditures. The English Language Advisory Committee (ELAC) assists in assessing the needs of and offering support to English Learners. The Teacher-Parent Organization raises money for the school to use each year. Family volunteers staff other school-wide events (virtually or outside in an open location to mitigate close contact due to COVID) such as book fairs, movie nights, holiday parties, festivals, and school beautification efforts. Weekly newsletters ensure that parents/guardians are informed about the curriculum, activities, and functions at Tremont. Parents are also encouraged to participate in the Local Control Accountability Plan (LCAP) district committee to help plan and evaluate local school funding.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	393	203	51.7
Female	187	182	90	49.5
Male	215	211	113	53.6
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	13	13	8	61.5
Filipino	5	5	0	0.0
Hispanic or Latino	205	199	103	51.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	19	18	9	50.0
White	144	142	77	54.2
English Learners	63	61	33	54.1
Foster Youth	4	4	4	100.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	189	184	108	58.7
Students Receiving Migrant Education Services	12	12	6	50.0
Students with Disabilities	86	85	48	56.5

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	1.91	0.00	6.69	0.28	3.47	0.20
Expulsions	0.00	0.00	0.11	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	1.62	4.82	2.45
Expulsions	0.00	0.08	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

Maintaining the safety and security of students and staff at Tremont Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while Classified staff supervises students during recess and lunch periods. Tremont's Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets at the beginning and end of each school year to review materials within this Safety Plan to make up-dates and revise the plan.

At the first staff meeting in September 2021, the Comprehensive School Safety Plans is reviewed with all staff members. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills, and campus intrusions. Specific instructions for staff and student responses are outlined in the plan. All staff and students practice fire drills monthly and lockdown drills at least four times a year to reinforce the procedures outlined in our Safety Plan. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Tremont students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year

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	21	1	3	
1	23		3	
2	21		3	
3	26		3	
4	27		3	
5	27	1		2
6				

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	25		2	
1	21	2	1	
2	30		2	1
3	21	1	2	
4	29		2	
5	30		2	
6				
Other	14	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	24		2	
1	25		2	
2	27	1	1	1
3	23		3	
4	32		2	
5	33			
6				
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0
Social Worker	0.5
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	\$6088	\$201	\$5886	\$71884
District	N/A	N/A	\$8,559.00	\$67,931
Percent Difference - School Site and District	N/A	N/A	-37.0	5.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-35.7	-6.9

2020-21 Types of Services Funded

Tremont Elementary receives Title I Funding and the School Site Council approved the Single Plan for Student Achievement (SPSA) in August 2020. The SPSA included the following: funds to provide support through additional staff for Intervention and English Language Development instruction, Professional Development opportunities for staff, afterschool intervention tutoring, improvement of school climate and student behavior through Soul Shoppe and Positive Behavior Intervention and Supports (PBIS), Social-Emotional Learning (SEL) groups through Solano County Office of Education and supplementary materials and technology to provide additional support to the Common Core State Standards (CCSS). Our programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

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	\$42,974	\$48,119
Mid-Range Teacher Salary	\$64,867	\$74,665
Highest Teacher Salary	\$86,402	\$98,160
Average Principal Salary (Elementary)	\$103,506	\$118,542
Average Principal Salary (Middle)	\$110,987	\$125,068
Average Principal Salary (High)	\$114,458	\$133,516
Superintendent Salary	\$187,101	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Ongoing professional development of staff is an important part of improving our school programs and student achievement. Teachers have weekly collaboration time and at least 3 paid non-pupil professional development days throughout the school year and are encouraged to attend workshops and conferences both during the school year and during the summer months, paid for by DUSD. Professional Development at Tremont Elementary School is currently focused on: math instructional practices, supporting English Language Learners, AVID implementation of practices, Next Generation Science Standards (NGSS), classroom management strategies to increase student engagement, technology integration, and administering and using online Benchmark/ Math data to inform instruction using IO.

These focus areas were selected in conjunction with the District's LCAP goals. All certificated and classified staff participate in trainings to support social-emotional learning and Positive Behavior Intervention and Supports. For certificated and classified, we emphasize instructional strategies for diverse learners with a wide range of abilities. The Dixon Unified School District is also involved in the Beginning Teacher Induction Program assigns new teachers with a mentor teacher. This program is a two-year mandatory program for all new beginning teachers. We understand the critical role that staff development plays in improving student achievement and we, as a community of learners, value learning at all levels.

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	21	42	28

Dixon Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student 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	Dixon Unified School District
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Phone Number	(707) 693-6300
Superintendent	Brian Dolan
Email Address	bdolan@dixonusd.org
District Website Address	www.dixonusd.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	1484	525	35.38	64.62	35.38
Female	742	263	35.44	64.56	41.38
Male	742	262	35.31	64.69	29.34
American Indian or Alaska Native	--	--	--	--	--
Asian	14	8	57.14	42.86	--
Black or African American	34	9	26.47	73.53	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	335	35.60	64.40	26.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	30	33.33	66.67	44.83
White	376	131	34.84	65.16	53.08
English Learners	315	95	30.16	69.84	4.26
Foster Youth	--	--	--	--	--
Homeless	170	40	23.53	76.47	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	275	33.50	66.50	22.43
Students Receiving Migrant Education Services	91	33	36.26	63.74	12.12
Students with Disabilities	194	47	24.23	75.77	6.38

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	1484	519	34.97	65.03	19.38
Female	742	259	34.91	65.09	20.62
Male	742	260	35.04	64.96	18.15
American Indian or Alaska Native	--	--	--	--	--
Asian	14	7	50.00	50.00	--
Black or African American	34	8	23.53	76.47	--
Filipino	19	8	42.11	57.89	--
Hispanic or Latino	941	330	35.07	64.93	13.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	31	34.44	65.56	26.67
White	376	131	34.84		26.15
English Learners	315	94	29.84	70.16	1.08
Foster Youth	--	--	--	--	--
Homeless	170	36	21.18	78.82	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	269	32.76	67.24	11.65
Students Receiving Migrant Education Services	91	32	35.16	64.84	12.50
Students with Disabilities	194	47	24.23	75.77	4.35

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.

