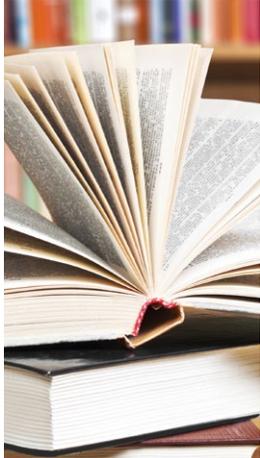


SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Denair Elementary Charter Academy

2014-15  
School Accountability Report Card  
Published in 2015-16

Sara Michelena  
Principal  
smichelena@dusd.k12.ca.us

3773 Madera Avenue  
Denair, CA 95316

Grades: K-5  
Phone: (209) 632-8887  
www.dusd.k12.ca.us/deca

CDS Code: 50-71068-0132662

Para español, visita:  
www.dusd.k12.ca.us

SARC



## Superintendent's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievements, instructional materials, staff, and facilities. Information about Denair Unified School District is also provided.

We recognize that parents and the community play a very important role in the school. Understanding the school's educational program, student achievement levels, and curriculum can assist both the school and the community in ongoing improvement.

We have made a commitment to provide the best educational experience possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Denair schools offer a welcoming, stimulating environment, where students are actively engaged in their own learning as well as development of positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Denair schools believe that cooperation between school and community is imperative, and this is reflected in our mission statement.

## Principal's Message

As we all come together for the first time in many years, the future that lies ahead of this amazing school is beyond anything I can put into words. Our teachers and support staff bring unparalleled talents and skills to this school, which will make each student's educational experience unlike any other.

Much of our staff attended the No Excuses University (NEU) this summer and found it to be uplifting and motivating. The first message of the NEU movement is the Culture of Universal Achievement, this states that, "The critical mass of the school staff believes that each student is capable of meeting academic standards in reading, writing, and math, and that the school has the power to make that opportunity a reality." Successful schools simplify their focus, and our goals this year will be to simplify and fine-tune our instruction and materials, to develop (as a team), a commitment to our families and to create a living plan to reach our goals through explicit behavior instruction and character development.

## School Mission Statement

The mission of DECA, Denair Elementary Charter Academy, is to provide students with an engaging, nurturing, equitable learning environment that promotes the development of skills necessary for the 21st century. DECA will provide students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA will facilitate students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community by building upon research-based educational philosophies. Moreover, this charter school shall design its academic core through the instructional blocks called "core" and elective blocks called "electives." The Common Core State Standards shall consist of English language arts, math, science, social studies and physical education. The elective pathways shall include, but are not limited to, world and foreign languages, drama, music, art, and dance. In addition, all of the educational experiences will be based on thematically integrating character development, technology, and career and college readiness and awareness.

## School Vision Statement

Our vision is to provide a learning environment where students of all socioeconomic levels and ethnic backgrounds embrace education, exhibit compassion and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized seat-time-based instructional support integrating a standards-based academic core with visual and performing arts, world and foreign languages, technology, and character development.

DECA also will recognize that there are two institutions of learning; the home and the school. In order to bring about true success in teaching and learning, parents and guardians must take an integral role in the promise of this charter school.

## Parental Involvement

Denair Elementary Charter Academy prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons, including Parent Visitation Days for different curricular areas, awards assemblies and other special events. We believe that parents, community members and staff must work together for the education of all students. We are proud of our parent involvement at DECA.

For more ways to become involved at the school, please contact Troy Edwards, Denair Parent Service Club president, at (209) 632-8887 or Principal Sara Michelena at (209) 632-8887 or smichelena@dusd.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Belief Statement

We believe that Denair Unified School District, in collaboration with parents and community members, can and will provide support to ensure that every student will come to school, stay in school, and do the very best he or she can.



*Where students are family and learning comes to life!*

## Governing Board Members

President: Sandie Dirkse  
 Clerk: Kathi Dunham-Filson  
 Robert Hodges  
 John Plett  
 Ray Prock Jr.

## District Mission Statement

The Denair Unified School District, in cooperation and communication with the home and the community, recognizes our children as our future and will provide quality education in a safe environment that renders students competent in basic learning, technical, and social skills and will foster work habits, intrinsic values, and character in students that reflect a lifelong love for learning.



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. Denair Elementary Charter Academy opened in the 2015-16 school year, therefore no data is available for the school. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).



## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2014-15 School Year	
	Denair USD	California
<b>Met overall AYP</b>	Yes	Yes
<b>Met participation rate:</b>		
English language arts	Yes	Yes
Mathematics	Yes	Yes
<b>Met percent proficient:</b>		
English language arts	■	■
Mathematics	■	■
<b>Met attendance rates</b>	Yes	Yes
<b>Met graduation rate</b>	Yes	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2015-16 School Year	
	DECA	Denair USD
<b>Program Improvement status</b>	Not Title I	In PI
<b>First year of Program Improvement</b>	◇	2011-2012
<b>Year in Program Improvement</b>	◇	Year 3
<b>Number of Title I schools currently in Program Improvement</b>	2	
<b>Percentage of Title I schools currently in Program Improvement</b>	100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

◇ Not applicable. The school is not in Program Improvement.

## California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The on-line component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data					
	Denair USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15
Science	45%	55%	44%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	44%

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year	
Subject	Denair USD	California
English language arts/literacy	33%	44%
Mathematics	20%	33%



## Suspensions and Expulsions

This table shows the district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Denair USD			
	12-13	13-14	14-15
Suspension rates	4.3%	7.3%	3.8%
Expulsion rates	0.1%	0.4%	0.4%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

## Textbooks and Instructional Materials

Denair Unified School District held a public hearing on September 10, 2015 and determined each school within the district had sufficient and good quality textbooks or instructional materials pursuant to the settlement of Williams v. State of California. All students, including special-education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's six-year adoption cycle for core content materials.

All Denair USD schools follow the district's textbook-adoption process and integrate appropriate textbooks when necessary, but the schools also provide additional alternative materials to students to meet the needs of the homeschooling process.

State standards have not changed and all texts are currently aligned with the standards. Although not all are current adoptions, we are in compliance with the state due to the state waiver postponing adoptions due to budget cuts.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English-language development	Hampton-Brown	2002
English-language development	Houghton Mifflin	2002
English-language development	McGraw-Hill	2002
Language arts	Houghton Mifflin	2002
Language arts	Houghton Mifflin	2010
Mathematics	Saxon Math, Houghton Mifflin Harcourt	2009
Science	Harcourt	2000
Social science	Houghton Mifflin	2006

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2015-16 School Year
Data collection date	9/2015	

## School Safety

The safety of students and staff is a primary concern at Denair Academic Avenues. The school is always in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. The monitoring of the school grounds before, during and after school is performed by assigned staff. All visitors must sign in at the main office before entering the campus, wear a visitor's badge while on school grounds and sign out upon leaving.

The Comprehensive School Safety Plan was developed by the administration in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the plan include: child-abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster-response procedures, procedures for safely entering and exiting the school, the sexual harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates and updates the plan as needed. The plan was last reviewed in November 2015, and presented at the Managers Meeting in December 2015. An updated copy of the plan is available to the public at the school office.

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			11/24/2015
<b>Date of the most recent completion of the inspection form</b>			11/24/2015

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Interior</b>	Needs paint and carpet. Repairs completed during Christmas break and as budget allows.	
<b>External</b>	Gopher holes/add Fall material. Repairs completed during Christmas break and as budget allows.	

### School Facilities

The school's facilities were built in 1968 and include 12 classrooms, a library, staff lounge, counseling office, Spanish room, science lab, art room, two student social areas, a dining hall, gymnasium and computer lab.

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Two full-time custodians and a groundskeeper ensure that all classrooms and facilities are in adequate condition. Each classroom is swept or vacuumed, and the trash emptied. The cafeteria, gym and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn and plumbing issues addressed daily.

District maintenance staff members ensure the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service so that emergency repairs are given the highest priority.

Students are kept safe on school grounds in various ways. Students are always supervised by staff before and after school. During dismissal, students are escorted to our roundabout pickup area. The students who are picked up late are to be signed out in the office.



### Types of Services Funded

In addition to general state funding, Denair Unified School District receives state and federal categorical funding for special programs. The district received federal and state aid for the following categorical, special education, and support programs:

- Educational Technology
- Assistance Grants
- Entitlement per UDC
- Federal, Vocational & Applied
- Technology Education Act
- Federal, Special Education
- Federal, ESEA
- Federal, Interagency
- Grade Span Adjustment

### Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.



## Professional Development

Throughout the year, staff members build teaching skills and concepts through participation in conferences, workshops, peer training and individual mentoring. These skills and concepts include, but are not limited to, the Instructional Coaching Network, Teacher Induction Program, Common Core, Next Generation Science Standards (NGSS), English Language Learners, School Leadership, GATE, Use of technology, Special Education, and Administrative Training.

### Professional Development Days

Year	Days
2013-14	2 days
2014-15	2 days
2015-16	2 days



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Denair USD	DECA		
Teachers	15-16	13-14	14-15	15-16
<b>With full credential</b>	52	0	0	24
<b>Without full credential</b>	7	0	0	2
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	DECA		
Teachers	13-14	14-15	15-16
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	1

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>DECA</b>	×	×
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	100.00%	0.00%
<b>Low-poverty schools in district</b>	100.00%	0.00%

× Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	Denair USD	Similar Sized District
Beginning teacher salary	\$32,461	\$38,953
Midrange teacher salary	\$54,973	\$57,103
Highest teacher salary	\$75,040	\$74,127
Average elementary school principal salary	\$82,442	\$90,225
Average middle school principal salary	\$82,442	\$98,146
Average high school principal salary	\$82,442	\$97,758
Superintendent salary	\$124,200	\$117,803
Teacher salaries: percentage of budget	36%	34%
Administrative salaries: percentage of budget	7%	7%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
DECA	×	×
Denair USD	\$7,055	\$65,549
California	\$5,348	\$59,460
School and district: percentage difference	×	×
School and California: percentage difference	×	×

× Denair Elementary Charter Academy opened in the 2015-16 school year. Therefore, no data is available.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	×
Expenditures per pupil from restricted sources	×
Expenditures per pupil from unrestricted sources	×
Annual average teacher salary	×



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

PUBLISHED BY:

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## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.