

Rockey, Glenn Camp
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1900 North Sycamore Canyon Rd. San Dimas, CA , 91773	Principal:	Mr. Gilbert Gaytan, Interim Principal
Phone:	(909) 599-8435	Grade Span:	7-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Mr. Gilbert Gaytan, Interim Principal

📍 Principal, Rockey, Glenn Camp

About Our School

Gilbert Gaytan

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(909) 599-8435

Contact

Rockey, Glenn Camp
1900 North Sycamore Canyon Rd.
San Dimas, CA 91773

Phone: (909) 599-8435

Email: gaytan_gilbert@lacoedu

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2021—2022)

School Name	Rockey, Glenn Camp
Street	1900 North Sycamore Canyon Rd.
City, State, Zip	San Dimas, CA , 91773
Phone Number	(909) 599-8435
Principal	Mr. Gilbert Gaytan, Interim Principal
Email Address	gaytan_gilbert@lacoedu
Website	
County-District-School (CDS) Code	19101990121939

Last updated: 1/25/22

School Description and Mission Statement (School Year 2021—2022)

The Angeles Forest Principal Administrative Unit (AFPAU) is one of three Principal Administrative Units (PAU) in the Division of Student Programs (DSP) of the Los Angeles County Office of Education (LACOE). As of September 2016, AFPAU is composed of three schools, Camps Afflerbaugh and Paige (La Verne) and Camp Rocky (San Dimas), located in juvenile detention camp facilities managed by the Probation Department of Los Angeles County.

The Mission of Angeles Forest PAU is for every student to communicate effectively, interact globally, and broadcast efficiently through innovative instruction and model programs.

The Vision of Angeles Forest PAU Angeles Forest PAU is to prepare our students to re-enter their communities with the skills, abilities, and desires to be productive and successful citizens.

There is one Principal and one Assistant Principal that make up the AFPAU Administration. The school staff for the three camps consist of 9 General Education Teachers, a TOSA English Language Learner, a TOSA Math Learner, a Literacy Specialist Teacher, three Special Day Class Teachers, 2 Resource Specialist Teachers, 6 Special Education Para-educators, and 2 Regular Education Para-educators and 1 EL Para-educator. The school support staff includes 2 School Psychologist, 7 Counselors, a Counselor Assistant, an Administrative School Secretary, and 2 School Clerks.

The student population at AFPAU fluctuates between 55 - 85 male students, ages 14 to 19. The student ethnic composition at AFPAU is approximately 75% Hispanic, 20% African-American, 4% Caucasian and 1% other. On average, 35% are English Language Learners and 45% of students qualify for special education services.

AFPAU student population is transient. Students may enter and leave our facilities on a daily basis for medical or dental appointments and court appearances. At school, nearly 15% of the students leave each month. Students are subject to 5-7, 7-9 and 9-11-month camp programs, which may increase or decrease based on student progress in meeting camp and school objectives.

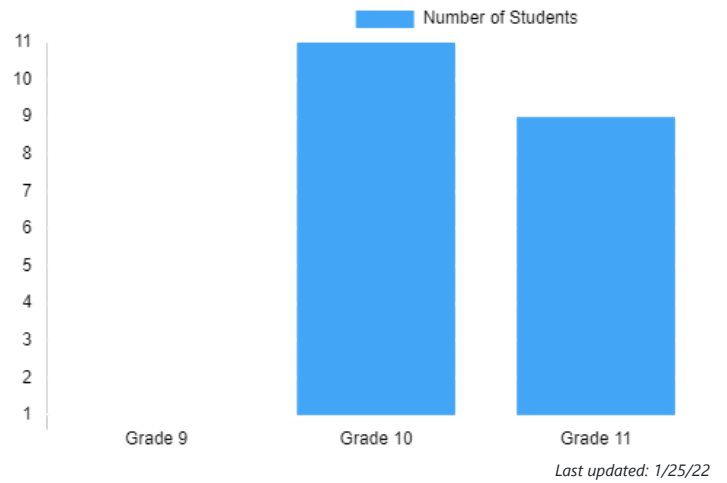
The Mission:

The Road to Success Academy attends to the unique educational, emotional, social and circumstantial needs of students in the juvenile justice system. The schools utilize a project based learning educational approach to engage students and challenge them to meet and exceed the California Common Core and content standards. We employ a thematic, interdisciplinary approach, which frames essential questions within discrete learning modules, inviting students to explore content in more direct and meaningful ways. The Road to Success Academy also incorporates daily supportive activities that promote character development, self-esteem and empower youth to make positive choices and behavioral changes, guiding all of them back to their communities and onto the Road to Success.

Last updated: 1/25/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	1
Grade 10	11
Grade 11	9
Grade 12	11
Total Enrollment	32



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	0.00%
Male	100.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	31.30%
Filipino	0.00%
Hispanic or Latino	62.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.10%
White	3.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.00%
Foster Youth	6.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	43.80%

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.7	34.4	314.1	59.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	13.1	2.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	8.9	42.5	8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	45.3	139	26.3	12115.8	4.4
Unknown	0.5	11.1	20.2	3.8	18854.3	6.9
Total Teaching Positions	4.9	100	529	100	274759.1	100

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.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0.4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0.4

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	2.2
Total Out-of-Field Teachers	2.2

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware	Yes	0%
Mathematics	Odysseyware	Yes	0%
Science	Odysseyware	Yes	0%
History-Social Science	Odysseyware	Yes	0%
Foreign Language	Odysseyware	Yes	0%
Health	Odysseyware	Yes	0%
Visual and Performing Arts	Odysseyware	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/28/22

School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111 or at <https://www.lacoe.edu/Superintendent/Williams-Settlement-Legislation/Facility-Inspection>. The most recent inspection rated the overall facility as "Good" with a rating of 93.8%.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Interior Graffiti (responsibility of probation)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Poor	Outlets, switch plates, or junction boxes are not secured or covered properly. (responsibility of probation) Lighting fixture or bulbs are not working or missing. (responsibility of custodial)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Good
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Last updated: 1/26/22

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 assessments for 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.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
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

Note: 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.

Note: 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.

Last updated: 1/25/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	11	84.62	15.38	0.00
Female	0	0	0	0	0
Male	13	11	84.62	15.38	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	11	91.67	8.33	0.00
Female	0	0	0	0	0
Male	12	11	91.67	8.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	--	N/A	31.21	N/A	28.72

Note: 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.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) pathways ensure that students are prepared for the 21st century economy. LACOE CTE staff collaborate with community colleges, business and industry, labor organizations, employment agencies, and community organizations to plan workforce preparation training programs that meet the labor market needs of Los Angeles County. LACOE currently offers CTE pathway programs in Culinary Arts, Building Construction, and Graphic Communications at various camp schools. In partnership with Los Angeles Mission College and Glendale Community College, some sites offer a concurrent enrollment depending on the pathways.

Hospitality, Tourism, & Recreation Food Service & Hospitality Culinary Arts 1 Culinary Arts
Arts, Media and Entertainment Design, Visual & Media Arts Graphic Communication 1 and Graphic Communication 2

Last updated: 1/25/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/22

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

California Physical Fitness Test Results (School Year 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents and families of LACOE schools can become involved in school activities and are contacted pertaining organized opportunities for parents' involvement as follows: - Connecting to virtual engagement opportunities: The Title I Parent Education and Consultation Program (PECP) provides parents and families with resources, information, engagement opportunities and parenting classes in a language that is accessible to parents and families. PECP's Parent Liaisons (teachers, counselors, and other school staff) host at least two virtual engagement opportunities per month for parents & families from their school site/Principal Administrative Unit (PAU). ALL LACOE parents may connect to any workshop, class, informational session, and town hall meeting, whether hosted by their student's site or a different one. PECP is flexible to pivot to accommodate virtual engagements as vigorous as the in-person learning opportunities for families, considering the pandemic.

- Staff mails invitations to all parents and families to connect to advisory meetings scheduled bi-monthly; and follows up with individual phone calls to families prior to the scheduled meeting as courtesy reminders. - Parent Liaisons contact parents and families via a variety of communication modes such as weekly phone calls, texts, or e-mails. This communication conveys the family engagement opportunities scheduled for that week and serves as a wellness check. Parent Liaisons refer families to supports and resources available to them beyond PECPs' scope or capacity.

- PECP maintains a website, in English and Spanish, that advertises a monthly calendar of activities for families, a directory of Parent Liaisons, and a resource bank that categorizes County-wide basic services.

- During the pandemic, PECP has served as an information exchange platform for agencies engaging with students to connect with families, inform them, and obtain their feedback. For example, the office of Los Angeles County Probation Ombudsman continues to connect to families through PECP events. This fruitful relationship with the Ombudsman office yields direct access to front-line decision makers who facilitate immediate steps to ensure the wellbeing of youth. The Los Angeles County Mental Health Department is also a standing participant. - PECP supports LACOE parents and families as they complete their requirements for family reunification. Cohort-style parenting classes are offered in English and in Spanish. In addition, parents and families may receive a certificate of completion once they participate in any five (5) PECP workshops. Families can provide their thoughts and input on plans, programs and services at each engagement opportunity. Standing items on the agenda of each session include updates on Title I, LCP & other federal and/or state plans and funds.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	28.60%	23.80%	14.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	88.90%	84.50%	84.20%	83.60%

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	87	72	--	--
Female	0	0	0	0.0
Male	87	72	--	--
American Indian or Alaska Native	0	0	0	--
Asian	0	0	0	0.0
Black or African American	28	22	--	--
Filipino	0	0	0	0.0
Hispanic or Latino	55	46	--	--
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	--	--	0	0.0
White	--	--	0	0.0
English Learners	22	17	0	0.0
Foster Youth	18	16	--	--
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	87	72	--	--
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	37	--	--

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	61.36%	43.68%	11.54%	1.87%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: 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.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	57.14%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: 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.

Last updated: 1/25/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	43.68	0
Female	0	0
Male	43.68	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	39.29	0
Filipino	0	0
Hispanic or Latino	43.64	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	50	0
Foster Youth	38.89	0
Homeless	0	0
Socioeconomically Disadvantaged	43.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	47.73	0

Last updated:

School Safety Plan (School Year 2021-2022)

Our School Safety Plan was reviewed last academic year on October 20, 2020 and was updated in January 2021 by our school site decision meeting committee. Our committee is comprised of our administrator, certificated, classified, student, parent, community member and law enforcement personnel and stakeholders. The elements of our plan contain the following:

The School Safety Plan includes a PAU overview, staff directory, master bell schedule, assessment of current status of school crime, child abuse reporting procedures, disaster and crisis intervention plan, suicide prevention, threat assessment protocols, sexual harassment policy, procedures for Safe Ingress and Egress from school, urgent communication guidelines and other school related reporting procedures.

Last updated: 1/31/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	34		
Math	2.00	17		
Science	2.00	11		
Social Science	2.00	15		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	3.00	35		
Math	3.00	16		
Science	4.00	11		
Social Science	3.00	20		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	1.00	53		
Math	1.00	21		
Science	2.00	13		
Social Science	2.00	16		

Last updated: 1/25/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	24

Last updated: 2/1/22

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 2/1/22

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$31213.00	\$9337.00	\$21876.00	\$102353.00
District	N/A	N/A	\$19679.00	\$94305.00
Percent Difference – School Site and District	N/A	N/A	21876.00%	102353.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	21876.00%	102353.00%

Last updated: 1/29/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

Supplemental Programs:

Apex Learning - credit recovery

AVID - College Supplemental program

Aztec Software - Graduation

Read 180 – Intensive Reading Program

Math 180 – Intensive Math Program

Imagine Learning – Supplemental Math Program

Jane Schaffer - Louis Educational Concepts - Writing Program

Achieve 3000 - EL Support

Extended Learning Opportunity (ELO), if feasible, is an afterschool program designed to provide supplemental direct services to students through additional interventions for students who are not meeting the challenging state standards. Students receiving ELO services are not counted for Average Daily Attendance; however, they are enrolled in Aeries for monitoring purposes. They also do not, with a few exceptions, earn credit for their participation in the program. Students who attend benefit from small group interventions that prepare them to participate in the classroom and improve their academic achievement. ELO services align with the LCAP for Pupil Achievement, the subsequent LCAP Federal Addendum, the Consolidated Application, and the School Plan for Student Achievement (SPSA) Goals for increasing student achievement. ELO is a Title I supplemental educational program designed to offer students intervention so that they develop the skills needed to support academic success. The goal of the program is to improve student academic performance. As a result, data is to be collected from each student who has participated in the program. Pre/post testing periods have been built in the schedule to allow teachers the time needed to show student progress. All students entering into a course (with some exceptions) need to be pre-tested, have their grades recorded and have counselor approval before the student is enrolled into the program.

Positive Behavior Interventions and Supports (PBIS) is a program at the camp schools, hall schools, and CCS where student behavior is monitored and positively reinforced.

Last updated: 1/31/22

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/25/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. 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.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	558	362	64.87	35.13	39.55
Female	194	110	56.70	43.30	71.03
Male	364	252	69.23	30.77	26.19
American Indian or Alaska Native	--	--	--	--	--
Asian	30	20	66.67	33.33	78.95
Black or African American	100	59	59.00	41.00	14.04
Filipino	18	15	83.33	16.67	93.33
Hispanic or Latino	302	218	72.19	27.81	31.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	22	62.86	37.14	63.64
White	71	26	36.62	63.38	80.77
English Learners	58	46	79.31	20.69	2.17
Foster Youth	114	81	71.05	28.95	6.25
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	279	187	67.03	32.97	27.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	95	73.64	26.36	11.70

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	557	342	61.40	38.60	21.76
Female	194	102	52.58	47.42	34.31
Male	363	240	66.12	33.88	16.39
American Indian or Alaska Native	--	--	--	--	--
Asian	30	21	70.00	30.00	47.62
Black or African American	100	52	52.00	48.00	4.00
Filipino	18	15	83.33	16.67	46.67
Hispanic or Latino	301	209	69.44	30.56	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	19	54.29	45.71	31.58
White	71	24	33.80	66.20	41.67
English Learners	57	43	75.44	24.56	0.00
Foster Youth	114	76	66.67	33.33	0.00
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	278	174	62.59	37.41	16.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	90	69.77	30.23	6.74

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/22