

Camino Pablo Elementary School

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 | Camino Pablo Elementary School |
| Street | 1111 Camino Pablo |
| City, State, Zip | Moraga, CA 94556-1898 |
| Phone Number | 925 376-4435 |
| Principal | Chris Reddam |
| Email Address | creddam@moraga.k12.ca.us |
| School Website | https://cpes-msd-ca.schoolloop.com/ |
| County-District-School (CDS) Code | 07617476003909 |

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Moraga Elementary School District |
| Phone Number | 925 376-5943 |
| Superintendent | Julie C. Parks |
| Email Address | jparks@moraga.k12.ca.us |
| District Website Address | www.moraga.k12.ca.us |

2021-22 School Overview

Camino Pablo Elementary School is a TK-5 elementary school located in the Moraga School District. The total enrollment in 2020/2021 was 310 and the average class size was 22 students. All classrooms have Teaching Assistants who work from five to eight hours per week, depending on grade level assignments. The school has a number of programs in addition to regular classroom activities. Art, Music, and Physical Education programs are delivered to all students by teachers credentialed in those areas. Each classroom has technology students can access. TK-2nd grade classrooms have half class sets of iPads. 3rd-5th grade classrooms have class sets of Chromebooks. Camino Pablo has a site technology coordinator who helps teachers in the integration of technology into daily lessons. Weekly scheduled library time is provided to all grade levels.

An English Language Learner (ELL) program is offered to those who qualify for this service. Our Special Education staff consists of one full-time Educational Specialist, one part-time Educational Specialist, an Educational Specialist assistant, a part-time School Psychologist, and a part-time Speech and Language Pathologist. In addition, a "Kids Connection" program and counseling programs are available to provide support for students who have social-emotional issues.

Camino Pablo's School's staff, students, and parents are committed to meeting the needs of all who attend by providing an effective instructional program designed to improve students' academic, social and physical growth. We are in full support of the mission of the Moraga School District to provide a supportive and challenging academic environment that encourages critical and creative thinking, maximizes individual students' strengths, and motivates them to be lifelong learners and responsible citizens. This is accomplished by a dedicated team of educators, parents, community members, and students. Moraga School District works in partnership in order to deepen the district's equity work to support a strong foundation in anti racist practices and inclusion. Monthly meetings with district and site leadership, teachers, parents, and community members focus their work on plans that promote a safe and diverse environment that supports and provides a welcoming environment for all of our community members.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 48 |
| Grade 1 | 46 |
| Grade 2 | 48 |
| Grade 3 | 55 |
| Grade 4 | 51 |
| Grade 5 | 69 |
| Total Enrollment | 317 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 52.7 |
| Male | 47.3 |
| American Indian or Alaska Native | 0.3 |
| Asian | 13.9 |
| Filipino | 0.9 |
| Hispanic or Latino | 8.8 |
| Two or More Races | 23 |
| White | 52.7 |
| English Learners | 1.6 |
| Socioeconomically Disadvantaged | 1.3 |
| Students with Disabilities | 12 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.5 | 99.0 | 79.8 | 92.1 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.1 | 0.2 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.1 | 1.0 | 1.5 | 1.7 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.0 | 0.0 | 1.3 | 1.6 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 3.7 | 4.4 | 18854.3 | 6.9 |
| Total Teaching Positions | 16.6 | 100.0 | 86.6 | 100.0 | 274759.1 | 100.0 |

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

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

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.1 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.1 |

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

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

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.7 |

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

All students were assigned adopted textbooks and materials. The Moraga School District convenes textbook committees to help in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon predetermined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners. Books have been purchased for all core academic areas at all grade levels. Textbooks are California Department of Education-approved and California Standards-based. A public hearing is held each year and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

Year and month in which the data were collected

January 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | Grades K-5 Writing and Reading Units of Study, Lucy Calkins (2015); Reading/Language Arts Grades K-2 Wilson Foundation (2016) | Yes | 0 |
| Mathematics | Grades K - 5 Houghton Mifflin Harcourt - Math Expressions (2015) | Yes | 0 |
| Science | Grades K-5 Next Generation FOSS (2019) | Yes | 0 |
| History-Social Science | TCI Social Studies Alive (2021) | Yes | 0 |
| Foreign Language | N/A | | |
| Health | N/A | | |
| Visual and Performing Arts | N/A | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

School Facility Conditions and Planned Improvements

Camino Pablo Elementary School is currently comprised of seven buildings, including 27 classrooms, a gymnasium, library, one computer lab, after school daycare facility, and one science lab. Through funding provided by Measure V, significant modernization efforts began in the Summer of 2019 and have since reached completion. The district-wide project improved the student experience through such initiatives as renovated classrooms, newly-designed bathrooms, and a rejuvenated basketball court.

Camino Pablo Elementary School provides a safe and clean environment for students, staff, and community members. Site custodians ensure a sanitary learning space through daily work that is supervised and inspected by site principals on a routine basis. All classrooms, restrooms, and athletic centers are prioritized on the regular cleaning schedule. Outside trash is collected daily to reduce an unwanted animal presence on the school campus. The district recently added modern cleaning-chemical dispensers in the custodian closets to further guarantee the optimal cleaning agent is utilized for the right job. The site principal and custodians work in conjunction with the district Director of Buildings and Grounds to seek ways to increase the cleanliness of the CP campus regularly. The school is inspected annually by the Fire Marshal and periodically by school site administrators.

The repair and maintenance of Camino Pablo Elementary School are prioritized and implemented by the Director of Buildings and Grounds. Work is carried out by the members of the Maintenance Department to ensure that the facilities remain in excellent repair. Generally, site custodians, secretaries, and principals submit tickets through the work order system for the Director of Buildings and Grounds to receive. Emergency repairs are given the highest priority, as is anything that poses a threat to student safety. Priorities for the Maintenance Department to address are the older roof of the library building, which consistently leaks.

Year and month of the most recent FIT report

December 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVACs replaced in 2021 |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Library roof to be replaced soon. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Windows should be replaced in 3-5 years |

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 | 178 | 1 | 0.56 | 99.44 | -- |
| Female | 95 | 1 | 1.05 | 98.95 | -- |
| Male | 83 | 0 | 0 | 100 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 25 | 0 | 0 | 100 | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 0 | 0 | 100 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 44 | 0 | 0 | 100 | -- |
| White | 92 | 1 | 1.09 | 98.91 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 1 | 4 | 96 | -- |

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 | 178 | 1 | 0.56 | 99.44 | -- |
| Female | 95 | 1 | 1.05 | 98.95 | -- |
| Male | 83 | 0 | 0.00 | 100.00 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 25 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 44 | 0 | 0.00 | 100.00 | -- |
| White | 92 | 1 | 1.09 | 98.91 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 25 | 1 | 4.00 | 96.00 | -- |

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.

| Illuminate Outgoing Assessment Student Groups | Illuminate Outgoing Assessment Total Enrollment | Illuminate Outgoing Assessment Number Tested | Illuminate Outgoing Assessment Percent Tested | Illuminate Outgoing Assessment Percent Not Tested | Illuminate Outgoing Assessment Percent At or Above Grade Level |
|---|---|--|---|---|--|
| All Students | 170 | 170 | 100 | 0 | 74.71 |
| Female | 92 | 92 | 100 | 0 | 83.7 |
| Male | 76 | 76 | 100 | 0 | 63.16 |
| Asian | 25 | 25 | 100 | 0 | 96 |

| | | | | | |
|-----------------------------------|----|----|-------|-------|-------|
| Hispanic or Latino | 14 | 14 | 100 | 0 | 57.14 |
| Two or More Races | 40 | 40 | 100 | 0 | 82.5 |
| White | 87 | 87 | 100 | 0 | 68.97 |
| Students with Disabilities | 27 | 24 | 88.89 | 11.11 | 41.67 |

*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.

| Illuminate Outgoing Assessment Student Groups | Illuminate Outgoing Assessment Total Enrollment | Illuminate Outgoing Assessment Number Tested | Illuminate Outgoing Assessment Percent Tested | Illuminate Outgoing Assessment Percent Not Tested | Illuminate Outgoing Assessment Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 169 | 169 | 100 | 0 | 59.76 |
| Female | 89 | 89 | 100 | 0 | 59.55 |
| Male | 78 | 78 | 100 | 0 | 58.97 |
| Asian | 25 | 25 | 100 | 0 | 96 |
| Hispanic or Latino | 14 | 14 | 100 | 0 | 50 |
| Two or More Races | 40 | 40 | 100 | 0 | 60 |
| White | 86 | 86 | 100 | 0 | 50 |
| Students with Disabilities | 27 | 26 | 96.3 | 3.7 | 15.38 |

*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 | 36 | NT | NT | NT | NT |
| Male | 33 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | -- | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 17 | NT | NT | NT | NT |
| White | 37 | NT | NT | NT | NT |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | 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 are an integral part of the learning community at Camino Pablo School. Our parent community is well-informed and articulate, and we strive to include parents in all aspects of the school's functions. Parents volunteer in classrooms, school projects, the cafeteria, and also assist with field trips, class parties and activities, copying in the office, and helping at home with many projects and assignments. Our PTA offers many opportunities for parents to be involved in school and community-related events such as serving as committee chairs and members, fundraising activities, legislative action, communication to other parents, and school-wide clean-up days. The School Site Council, composed of staff and parents, meets regularly to monitor, make suggestions and annually approve the Single Site Plan for Student Achievement. The Moraga Education Foundation (MEF) raises funds from the community in support of selected instructional programs. Our parent community financially supports school personnel, activities, and events through many significant, generous donations.---

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 343 | 324 | 2 | 0.6 |
| Female | 174 | 168 | 1 | 0.6 |
| Male | 169 | 156 | 1 | 0.6 |
| American Indian or Alaska Native | 2 | 1 | 0 | 0.0 |
| Asian | 44 | 44 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 5 | 3 | 0 | 0.0 |
| Hispanic or Latino | 29 | 29 | 1 | 3.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 79 | 73 | 0 | 0.0 |
| White | 183 | 173 | 0 | 0.0 |
| English Learners | 6 | 6 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 4 | 4 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 45 | 42 | 1 | 2.4 |

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 | 0.00 | 0.29 | 0.05 | 0.05 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 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 | 0.57 | 0.26 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.29 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.59 | 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 | 1.27 | 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 | 2.22 | 0.00 |

2021-22 School Safety Plan

The District's Student Safety Committee, comprised of parents, classified staff, teachers, administrators, superintendent, and at least one governing board member and representatives from the police department and the Child Abuse Prevention Council as needed, meet at least four times a year to monitor the District's Comprehensive Safety Plan or CSP. The Student Safety Committee develops annual CSP goals and ensures the CSP is compliant per SB 187. The CSP is annually approved by the Governing Board in June.

The plan consists of two sections:

1. The "Comprehensive School Safety Plan" (Section II), which includes all components required by Education Code 32281-32282 except for the emergency preparedness components.
2. The "Emergency Preparedness Plan" (Section IV) includes disaster procedures (routine and emergency), including earthquakes and other man-made or natural disasters.

Individual school sites have developed site-specific emergency plans and procedures for a variety of different types of emergencies, including:

1. Pre-Disaster Procedures
2. Evacuation routes
3. Incident Command and Staff Assignments (roles and responsibilities)
4. Operations
5. Safety/Security
6. Planning
7. Student Release
8. Communications
9. Pandemics

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 | 24 | | 3 | |
| 1 | 24 | | 2 | |
| 2 | 17 | 3 | | |
| 3 | 22 | | 3 | |
| 4 | 28 | | 2 | |
| 5 | 24 | | 3 | |
| 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 | 21 | | 3 | |
| 1 | 24 | | 2 | |
| 2 | 19 | 3 | | |
| 3 | 18 | 3 | | |
| 4 | 23 | | 3 | |
| 5 | 28 | | 2 | |
| 6 | | | | |

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 | 16 | 2 | 1 | |
| 1 | 23 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 18 | 3 | | |
| 4 | 26 | | 2 | |
| 5 | 23 | | 3 | |
| 6 | | | | |

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 | 1056.7 |

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) | 0.3 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .8 |
| Psychologist | 0.5 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0.25 |

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 | \$8,359.73 | \$69.36 | \$8,290.37 | \$84,384.74 |
| District | N/A | N/A | \$9,550.75 | \$77,608 |
| Percent Difference - School Site and District | N/A | N/A | -14.1 | 8.4 |
| State | | | \$8,444 | \$82,431 |
| Percent Difference - School Site and State | N/A | N/A | -1.8 | 2.3 |

2020-21 Types of Services Funded

Grades K-5 History Textbook Adoption; Distance Learning 2.0 and Hybrid Learning; School Safety Reopening; TK-5 Art, PE and Music Programs; English Language Learner (ELL) Program; Diversity, Equity and Inclusion Program; Reading Assessments; Co-Teaching Program; TK-5 Counseling and Psychologist Services; ELA Teacher on Special Assignment; Instructional Assistants, Science Aide, Reading and Foundations Tutors; Computer and Library Program; Math Curriculum; Student and Staff Technology; NGSS/Science Program; SpEd Assessments; Professional Development

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 | \$52,084 | \$51,450 |
| Mid-Range Teacher Salary | \$70,125 | \$80,263 |
| Highest Teacher Salary | \$95,697 | \$101,012 |
| Average Principal Salary (Elementary) | \$154,588 | \$128,082 |
| Average Principal Salary (Middle) | \$167,089 | \$132,453 |
| Average Principal Salary (High) | \$0 | \$134,792 |
| Superintendent Salary | \$221,171 | \$197,968 |
| Percent of Budget for Teacher Salaries | 34% | 34% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

The Moraga School District held five professional development days during the 2020-21 school year. The focus of these days was to support teachers in the common core state standards, specifically in mathematics, English Language Arts (ELA), History Social-Science, and the Next Generation Science Standards (NGSS). During the 2020-21 school year, considerable training was also provided around grade level essential standards to support teachers during remote learning. In addition, teachers completed ten hours of professional development before the start of the school year that also focused on technology training and support with an emphasis on social emotional learning.

Professional development opportunities are aligned to the District's LCAP goals. Throughout the 2020-21 school year, staff participated in professional learning and development opportunities around culturally responsive instructional practices. Keynote speakers and opportunities for collaborative conversations took place during professional development sessions to ensure teachers acquire the knowledge, skills, attitudes and behavior needed to identify and eliminate discriminatory biases and systemic barriers.

The MSD Teacher on Special Assignment (TOSA) continued to support classroom teachers with lesson demonstrations, resources to support classroom instruction, and differentiated growth opportunities for teachers. In addition, teachers new to MSD worked closely with our TOSA to plan curriculum and participate in coaching cycles.

Throughout the year, teachers participated in collaborative discussion groups at school sites that provided them the opportunity to develop curriculum and share best student engagement practices. New teachers participated in the Teachers Induction Program (TIP) through the Contra Costa County Office of Education which includes literacy, math, and technology classes. Teachers received support from one another, site administrators, consultants, and the MSD teacher on special assignment.

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 | 5 | 5 | 5 |

Moraga Elementary 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 Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

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

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Moraga Elementary School District |
| Phone Number | 925 376-5943 |
| Superintendent | Julie C. Parks |
| Email Address | jparks@moraga.k12.ca.us |
| District Website Address | www.moraga.k12.ca.us |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1255 | 3 | 0.24 | 99.76 | -- |
| Female | 638 | 2 | 0.31 | 99.69 | -- |
| Male | 616 | 1 | 0.16 | 99.84 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 200 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 18 | 0 | 0.00 | 100.00 | -- |
| Filipino | 13 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 111 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 222 | 0 | 0.00 | 100.00 | -- |
| White | 686 | 3 | 0.44 | 99.56 | -- |
| English Learners | 16 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 184 | 3 | 1.63 | 98.37 | -- |

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 | 1255 | 3 | 0.24 | 99.76 | -- |
| Female | 638 | 2 | 0.31 | 99.69 | -- |
| Male | 616 | 1 | 0.16 | 99.84 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 200 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 18 | 0 | 0.00 | 100.00 | -- |
| Filipino | 13 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 111 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 222 | 0 | 0.00 | 100.00 | -- |
| White | 686 | 3 | 0.44 | | -- |
| English Learners | 16 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 184 | 3 | 1.63 | 98.37 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---------------------------|------|------|-------|-------|-------|
| All Students | 1229 | 1191 | 96.91 | 3.09 | 71.46 |
| Female | 619 | 604 | 97.58 | 2.42 | 76.82 |
| Male | 607 | 582 | 95.88 | 4.12 | 65.81 |
| Asian | 205 | 192 | 93.66 | 6.34 | 84.38 |
| Black or African American | 18 | 16 | 88.89 | 11.11 | 50 |
| Filipino | 12 | 12 | 100 | 0 | 58.34 |
| Hispanic or Latino | 113 | 101 | 89.38 | 10.62 | 58.42 |
| Two or More Races | 248 | 213 | 85.89 | 14.11 | 81.22 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| White | 655 | 649 | 99.08 | 0.92 | 67.02 |
| English Learners | 15 | 13 | 86.67 | 13.33 | 38.46 |
| Socioeconomically Disadvantaged | 46 | 43 | 93.48 | 6.52 | 55.81 |
| Students with Disabilities | 185 | 171 | 92.43 | 7.57 | 32.75 |

*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.

| | | | | | |
|--|------|------|-------|-------|-------|
| All Students | 1232 | 1196 | 97.08 | 2.92 | 59.62 |
| Female | 619 | 605 | 97.74 | 2.26 | 56.86 |
| Male | 610 | 586 | 96.07 | 3.93 | 62.28 |
| Asian | 205 | 193 | 94.15 | 5.85 | 80.83 |
| Black or African American | 18 | 16 | 88.89 | 11.11 | 62.5 |
| Filipino | 12 | 12 | 100 | 0 | 41.66 |
| Hispanic or Latino | 115 | 103 | 89.57 | 10.43 | 49.52 |
| Two or More Races | 248 | 213 | 85.89 | 14.11 | 70.42 |
| White | 655 | 650 | 99.24 | 0.76 | 51.54 |
| English Learners | 15 | 14 | 93.33 | 6.67 | 35.71 |
| Socioeconomically Disadvantaged | 46 | 46 | 100 | 0 | 41.3 |
| Students with Disabilities | 185 | 177 | 95.68 | 4.32 | 27.12 |

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