



[SARC Home](#) » Orange County Educational Arts Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Santa Ana Unified
Phone Number	(714) 558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
Website	http://www.sausd.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Orange County Educational Arts Academy
Street	825 North Broadway
City, State, Zip	Santa Ana, Ca, 92701-3423
Phone Number	714-558-2787
Principal	Kristin Collins, Principal
Email Address	info@oceaa.org
Website	http://www.oceaa.org

County-District-School 30666700109066
(CDS) Code

Last updated: 1/13/2021

School Description and Mission Statement (School Year 2020–2021)

Founding, Mission and High Impact Partnership

An independent public charter school serving approximately 600 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well- rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

In 2018, OCEAA parents, teachers and board members overwhelmingly approved to partner fully with EL Education, a nationally recognized school reform model with a deep experience in raising student achievement. EL Education was born in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA. EL Education joined the character-infused philosophy of Outward Bound founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars.

OCEAA's relationship with EL Education began in 2015, through professional development to support 4th-8th grade teacher implementation of EL Education's English language arts curriculum. Since then, ELA achievement has grown significantly in both the percentage of students meeting and exceeding standards and average scaled score/distance to standard.

Vision

OCEAA is committed to the bold, holistic and expanded vision of excellence described in EL Education's Dimensions of Student Achievement. Based on the belief that when students have completed their academic career and entered adult life, they'll be judged not by performance on standardized tests—but rather, by the quality of their work and the quality of their character, the Dimensions of Student Achievement combine mastery of knowledge and skills, character, and highquality work in equal measure because lifelong success is built on strong character qualities, and character is shaped through engaging and challenging academic work that contributes to a better world. OCEAA graduates demonstrate excellence, in both Spanish and English, across EL Education's three Dimensions of Student Achievement.

Program Description and Educational Philosophy

OCEAA implements a Two-Way Bilingual Immersion Program (TWBI), a federally recognized best practice. OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary), which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish. As students progress through the program, the instructional day balances to 50% English and 50% Spanish by the time students reach 5th grade. All students are initially taught literacy in Spanish with English literacy being added in 3rd grade. Academic content is divided equally between the two languages. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model.

OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring

- Collaboration and Competition
- Diversity and Inclusion
- Service and Compassion

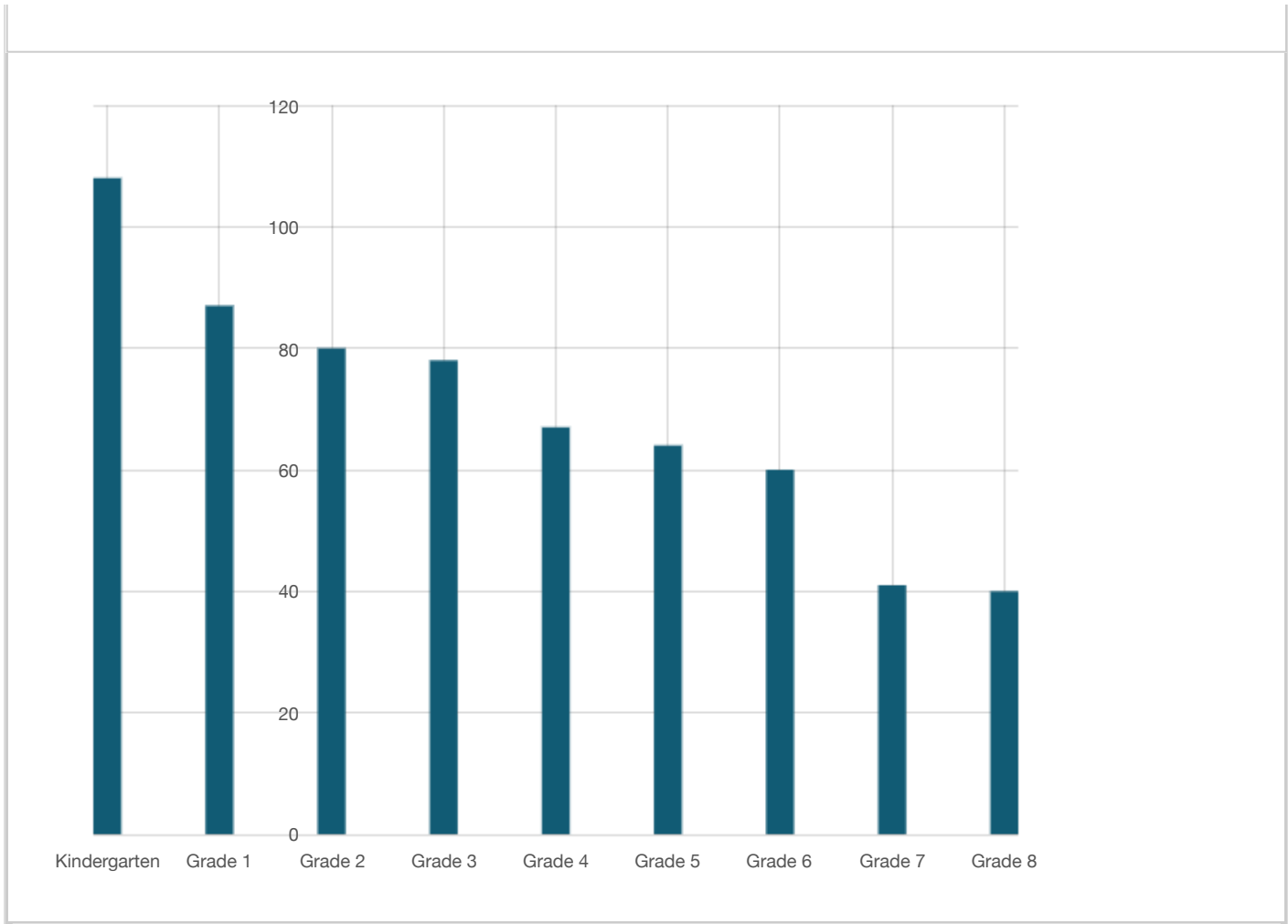
Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world.
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- Curricula that prepare students for global citizenship are interdisciplinary and include developing knowledge of diverse cultures, languages, and political systems, as well as knowledge of the physical terrains, ecosystems, and natural forces of the planet.
- Fully integrating global skills and knowledge into the curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives, and regions of the world.
- Teachers invite students to make artistic choices and design opportunities for students to make independent decisions that are purposeful and meaningful.
- Students work through diverse arts traditions to reshape the arts, the world, and themselves.
- Teachers ask students to discover and attend to how others see themselves, their histories, and the world's problems that is, to hear and analyze multiple perspectives along the way to determining what young people can do to make a difference.

Last updated: 1/13/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	108	87	80	78	67	64	60	41	40	



Last updated: 1/13/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	0.20 %	%	0.60 %	%	93.40 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	69.00 %	46.70 %	9.40 %	%	

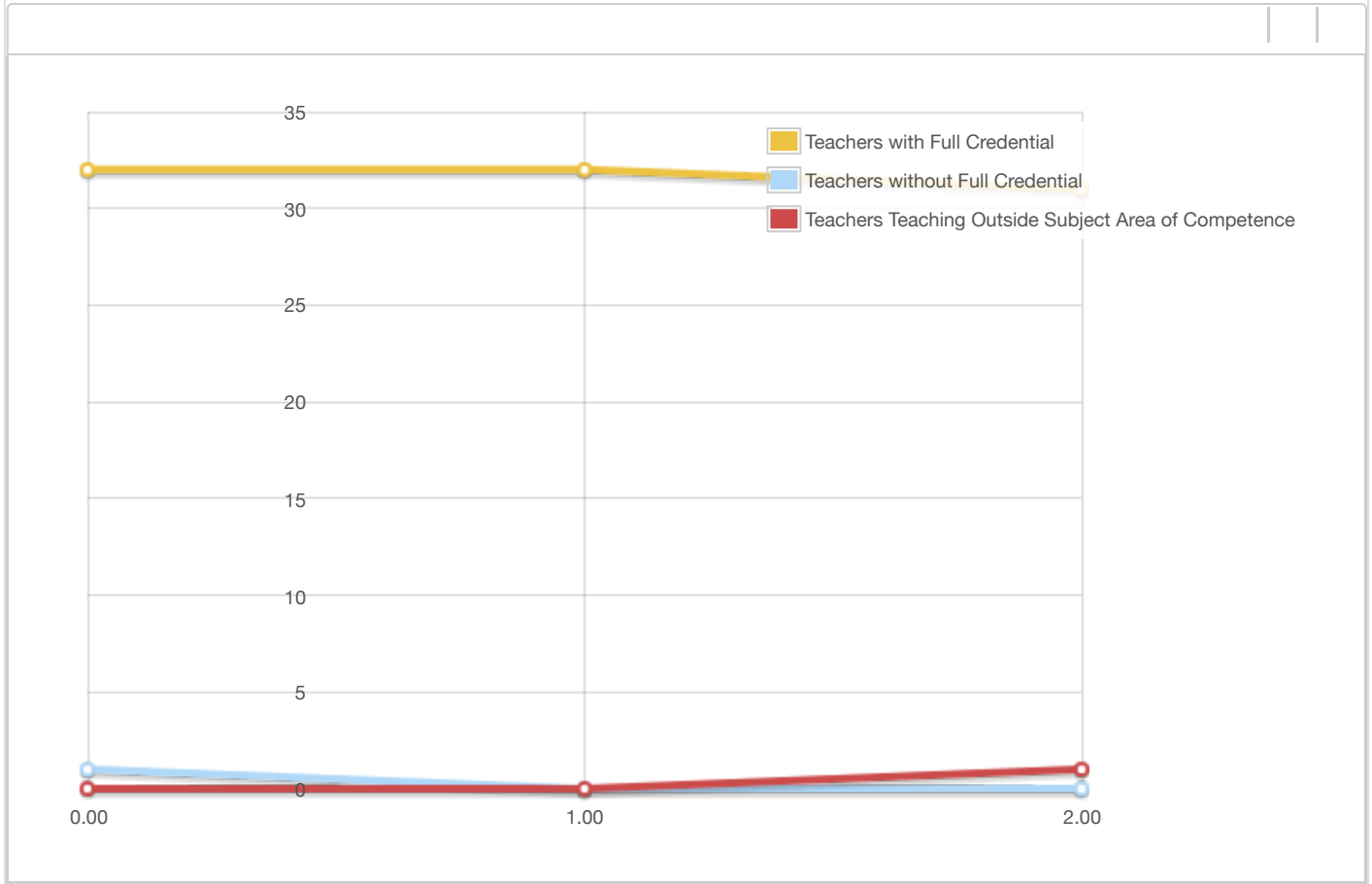
State Priority: Basic

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 Credentials

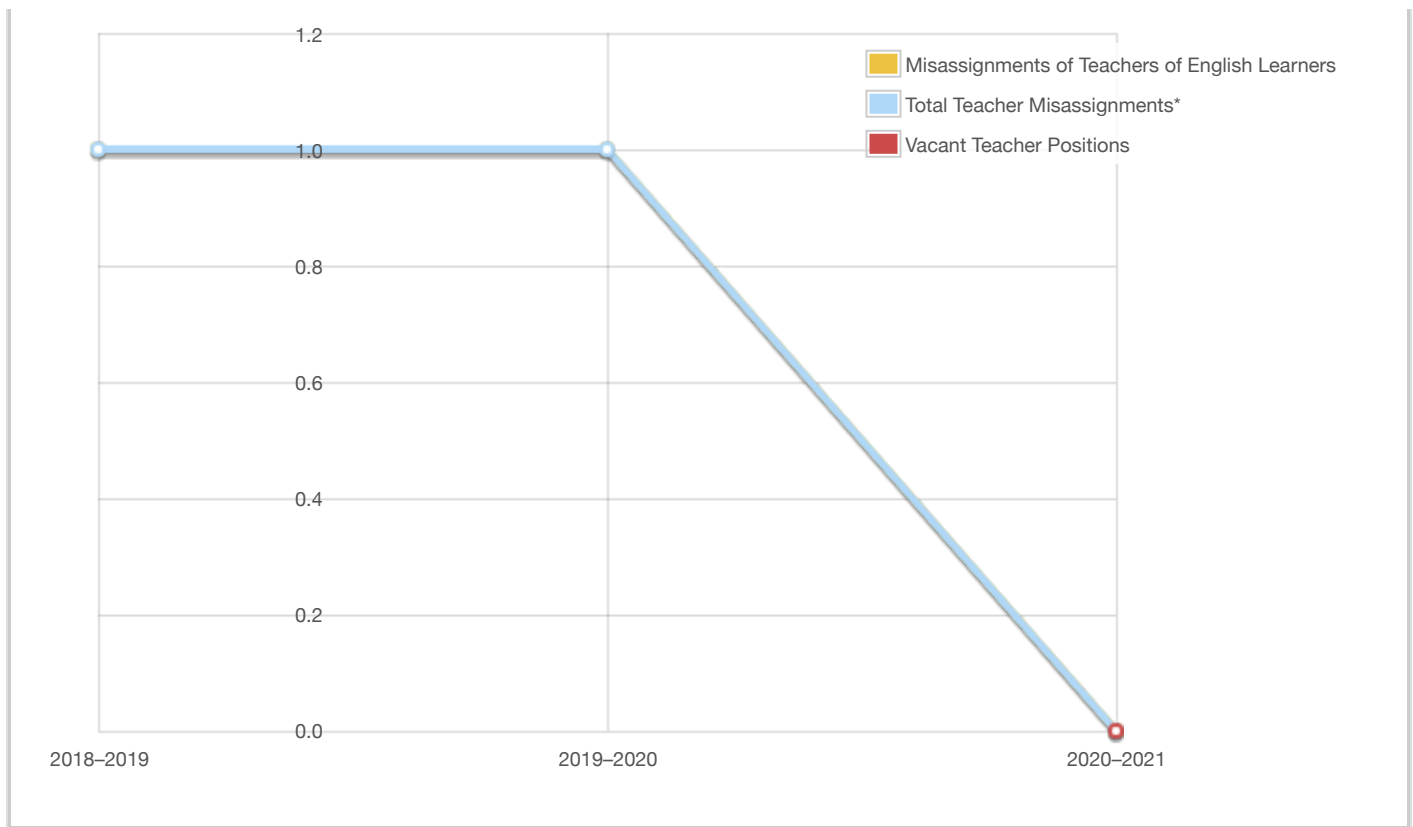
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	32	32	31	1946
Without Full Credential	1	0	0	17
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0



Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante Spanish Literacy, Adopted 2017 and EL Education ELA Modules (EngageNY), Adopted 2015	Yes	0.00 %
Mathematics	Eureka Math	Yes	0.00 %
Science	Science Alive, STEMscopes	Yes	0.00 %
History-Social Science	Houghton Mifflin, McDougall Littel, History Alive, The DBQ Project	Yes	0.00 %
Foreign Language	Benchmark Adelante Spanish Literacy & trade novels	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2021

School Facility Conditions and Planned Improvements

General

OCEAA takes great efforts to ensure that the facility and grounds are a safe, clean, functional place for children, staff, and site visitors at all times of operation.

The school uses the Facility Inspection Tool (FIT) survey developed by the Office of Public School Construction to determine if the school facility is in "Good

Repair" as defined Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

The tool is designed to identify areas of

a school site that are in need of repair based upon a visual inspection of the site. The results of this survey are available at the school's office and on the internet

at www.oceaa.org

The building has enough classrooms and teaching and learning space for the activities we provide. We have one full-time facilities manager that manages the

cleaning, minor repairs, and general preventative maintenance on a daily basis. We also two custodial staff members that do daily cleaning and maintenance.

Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe and functional learning environment.

Layout

OCEAA has 29 classrooms, one library/multiple use location, one dance room, one music room, a staff lounge, one computer lab, and support rooms for copier,

RSP, speech, psychologist, Literacy Specialist, Arts Coordinator, Technology Director, business offices, and storage. It also has a fully functional kitchen and dining

hall. The dining hall also serves as a multipurpose room for school functions.

Cleaning, Maintenance, and Repair.

Custodial duties are completed in 3 shifts that conduct cleaning and maintenance activities. Regular meetings are held with the administration, the Facilities team

ensures that cleaning and maintenance is conducted on time and in the least invasive way possible. The Facilities manager is qualified to conduct minor repairs to

plumbing, electrical, and other site systems. As needed, OCEAA calls upon a number of local contractors who provide additional repair and construction services.

Other minor repairs and improvements included:

- Repair of performance arts stage
- Installation of new floor tiles
- Repainted interior facilities over the summer
- New carpeting installed in some classrooms and common areas
- General Repairs & Maintenance to HVAC, including Forced Air Unit Motors, Fan Blades and Thermostat Replacements Repairs to kitchen sink plumbing
- Applied for grant for new student refrigerators and kitchen sink, installed over the summer
- Landscaping services conducted
- Landlord on Annex building replaced roof, main building had patch work done
- Ceiling tiles replaced
- Flooding issues addressed
- Plumbing issues addressed
- Prop 39: 4 new HVAC systems and exterior lighting installed and added 3 more units in Dec 2020.
- Rekeyed a few doors for safety concerns
- Install new remote opening doors for safety
- Pest control services
- Brought in contractor to fix oven thermostat
- Added UV protection film to exterior windows
- Funds to pay for these projects were provided by General Funds and by Prop 39 funds

Modernization Projects

- **Need to review elevator for any additional upgrades**
- Bids will be conducted to plan out the replacement of a new roof on the main building
- Looking at different ways on how to enhance our library for easier access

- The current lobby at the main building definitely needs to be modernized
- Looking at sourcing a new water heater

Last updated: 1/13/2021

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: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We have undergone regular maintenance on the older HVAC units, replaced 7. At this point this are doing well. The gas line also went through some general maintenance work.
Interior: Interior Surfaces	Good	No current repairs are needed but during winter of 2018 we had flooding issues at the annex building, which we implemented several tactics to fix the issue long term. Which were tested December 2019, and seem to be holding up well.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	From time to time we get minor challenges with pests, but those are addresses instantly for safety.
Electrical: Electrical	Good	We have a few projectors for the dance room and dining hall. Those are technology modernization projects that we will look at for for upcoming school year.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	It's all working well at this point as we did some minor plumbing work. We have swapped all sinks and toilets to touchless due to the pandemic.
Safety: Fire Safety, Hazardous Materials	Good	Added several layers of PPE to protect staff and students to Covid-19.
Structural: Structural Damage, Roofs	Good	We made some progress here with the roofs, the Annex roof was redone by the owner and the main building has gone through some maintenance. We still have a few areas to address. As the rains come, that will test that work.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We repaved the Annex playground in the last year to ensure safety standards are in place. We are in the process of working on the main playgrounds refurbishment initiative.

Overall Facility Rate

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

Overall Rating

Good

Last updated: 1/13/2021

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

Academic Performance Index

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Assembly Bill (AB) 484 amended California Education Code (EC) sections 52052(e)(2)(F) and 52052(e)(4). As a result, schools and LEAs that do not have an API calculated in 2013–14 and 2014–15 shall use one of the following to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	51%	N/A	31%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	39%	N/A	25%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived

the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/13/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	27	N/A	21	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/13/2021

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

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 2020–2021)

The Governing Board of OCEAA abides by the philosophy that parents are partners in their student's education. School administration will strive to create a warm and welcoming environment for parents, one in which they feel the desire to be active members of their child's education. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The administration shall regularly evaluate and report to the Board on the effectiveness of OCEAA's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation. The designee shall ensure that OCEAA's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students. Those strategies shall establish expectations for parent involvement and describe how OCEAA will carry out each activity listed in 20 USC 6318. The administration shall consult with parents/guardians students in the planning and implementation of parent involvement programs, activities, and regulations. As noted in 20 USC 6318, the designee shall involve parents/guardians of students in decisions regarding how Title I funds will be allotted for parent involvement activities.

Please see OCEAA's website for information about our active School Site Council, English Learner Advisory Committee, and Families Supporting OCEAA parent group.

1. Families Supporting OCEAA (FSO) is OCEAA's parent run PTO organization. As described in OCEAA's Family Handbook, FSO's purpose is:

- Fundraising, especially towards field trips and activities for all students.
- Helping OCEAA families in need with our time, talents, and funds.
- Encouraging family involvement by all families with the requested volunteer hours (3 hours per trimester (9 annually) per child).
- Disseminating information in a positive and responsible way.
- Community building between school and families

2. The School Site Council (SSC) is a group of teachers, parents, and classified employees that works with the School Director to develop, review and evaluate school improvement programs and spending. The members of the SSC are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

3. English Learner Advisory Committee (ELAC) is a group of English Learner parents and community members who advise and assist schools in making important decisions related to services for English Learners. ELAC's responsibilities include:

- Advising in the development and implementation of the school site plan for services and programs for English learners
- Reviewing the school's language census report and academic achievement results
- Helping make parents aware of the importance of regular school attendance

Last updated: 1/13/2021

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

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	Suspensions	Expulsions
School 2017–2018	0.50%	0.00%
School 2018–2019	0.50%	0.00%
District 2017–2018	3.10%	0.00%
District 2018–2019	3.20%	0.00%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)
2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	0.01%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/13/2021

School Safety Plan (School Year 2020–2021)

To learn about OCEAA's comprehensive safety plan, visit OCEAA's Board & Accountability page at <https://oceaa.org/> to read handbook.

Last updated: 1/13/2021

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 (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	21.00	18.00	25.00	33.00	24.00	25.00	
Number of Classes * 1-20	5	1	4	3	1	2	2	
Number of Classes * 21-32		3			1			

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	22.00	20.00	23.00	34.00	33.00	27.00	
Number of Classes * 1-20	5	4	3	3	2	1	2	
Number of Classes * 21-32			1			1		

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	22.00	20.00	26.00	25.00	32.00	32.00	32.00
Number of Classes * 1-20	2	4	4	3	3	2	2	4
Number of Classes * 21-32	4							

**Number of Classes *
33+**

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	3.00

*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.

Last updated: 1/13/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

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