

**School of Arts and Enterprise**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	295 North Garey Ave. Pomona, CA , 91767-5429	<b>Principal:</b>	Maria Solis (HS) and Brianna Nix (MS)
<b>Phone:</b>	(909) 622-0699	<b>Grade Span:</b>	6-12

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

### Maria Solis (HS) and Brianna Nix (MS)

Principal, School of Arts and Enterprise

#### About Our School

The SAE is more than just a different kind of school. It is a total experience which transforms the lives of all who attend here. Students carry more than books around on a typical school day. They carry their guitars, sheet music, poetry journals, play scripts and dancing shoes. They dance at lunch and practice their musical instruments or sing. They work with college mentors to assist local businesses improve their bottom line. They are comfortable walking up to teachers and administrators and expressing their opinions. A snap shot of The SAE is one of eclectic, joyful, chaotic harmony. Actually, making sense out of chaos is a part of our basic philosophy. We like to give students a messy situation and ask them to try to make sense of it. According to the experts this is the way our brain learns best. That is why through the arts and business, as well as through student projects we are About Our School. About School Principal's Comment Principal's Comment creating the 21st Century Leaders that everyone says that we need for America to continue.

#### Contact

School of Arts and Enterprise  
295 North Garey Ave.  
Pomona, CA 91767-5429

Phone: (909) 622-0699  
Email: [leadership@thesae.org](mailto:leadership@thesae.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Pomona Unified
<b>Phone Number</b>	(909) 397-4800
<b>Superintendent</b>	Martinez, Richard
<b>Email Address</b>	<a href="mailto:richard.martinez@pusd.org">richard.martinez@pusd.org</a>
<b>Website</b>	<a href="http://www.pomona.k12.ca.us">www.pomona.k12.ca.us</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	School of Arts and Enterprise
<b>Street</b>	295 North Garey Ave.
<b>City, State, Zip</b>	Pomona, CA , 91767-5429
<b>Phone Number</b>	(909) 622-0699
<b>Principal</b>	Maria Solis (HS) and Brianna Nix (MS)
<b>Email Address</b>	<a href="mailto:leadership@thesae.org">leadership@thesae.org</a>
<b>Website</b>	<a href="http://www.thesae.k12.ca.us/">http://www.thesae.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	19649071996693

Last updated: 1/18/22

## School Description and Mission Statement (School Year 2020—2021)

### Description

The School of Arts and Enterprise, a State Board of Education authorized Public Charter High School, serving grades 6th through 12th grade, embraces and encourages artistic creativity and academic excellence. Established in 2003, it is a place for aspiring young artists to refine their skills and flourish and for budding entrepreneurs to develop their expertise. Located in The Downtown Pomona Arts Colony, The School of Arts and Enterprise is based on the belief that creative artistry is fueled by intellectual insight. It provides a rigorous college preparatory academic program that produces high achieving, motivated scholars. The School's academic, arts and entrepreneurship programs produce creative students. These programs help students to be successful in today's challenging and competitive marketplace and ensure their acceptance into higher education. Acceptance is based on completion of the student's application. Students with a passionate interest in the arts are encouraged to apply. The school is a tuition-free, donation-dependent, public charter school. No student is admitted or denied based on financial capacity. This innovative school provides a unique nurturing environment focused on individual growth, opportunity, and diversity.

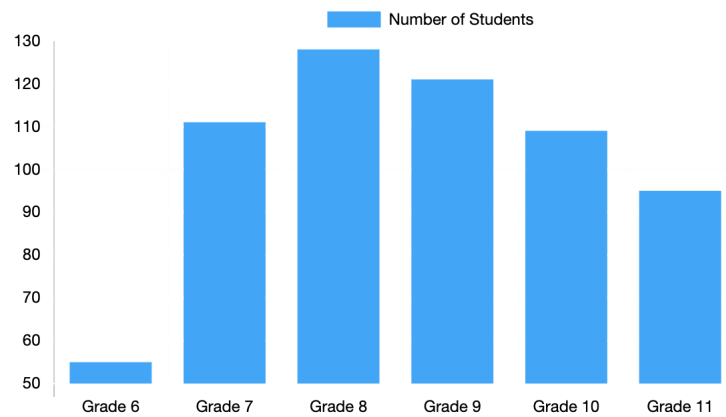
### Mission

We live to unlock and nurture the passion of each and every student through a foundation of knowledge, creativity, and a lifelong love of learning. We support this foundation on the transformational power of art, entrepreneurship and 21st century scholarship. We empower passionate world-citizens with the confidence of knowledge, the power of creative thinking, and the tools needed to succeed. We are The SAE.

Last updated: 1/18/22

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

Grade Level	Number of Students
Grade 6	55
Grade 7	111
Grade 8	128
Grade 9	121
Grade 10	109
Grade 11	95
Grade 12	107
Total Enrollment	726



Last updated: 1/18/22

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

Student Group	Student Group
Black or African American	30.00%
American Indian or Alaska Native	3.00%
Asian	5.00%
Filipino	7.00%
Hispanic or Latino	595.00%
Native Hawaiian or Pacific Islander	0.00%
White	52.00%
Two or More Races	34.00%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	524.00%
English Learners	75.00%
Students with Disabilities	104.00%
Foster Youth	4.00%
Homeless	7.00%

## **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

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

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	Pearson My Perspectives	Yes	0%
Mathematics	CPM	Yes	0%
Science	6th Grade: Focus on Earth Science, Prentice-Hall 7th Grade: Focus on Life Science, Prentice-Hall 8th Grade: Focus on Physical Science, Prentice-Hall Biology: Biology for NGSS, by Biozone Environmental Science: Environment: The Science Behind The Stories, Pearson	Yes	0%
History-Social Science	6th Grade: The Ancient World, TCI History Alive 7th Grade: The Medieval World, TCI History Alive 8th Grade: The United States through Industrialism, TCI History Alive 10th Grade: Modern World History Patterns of Interaction, McDougal Littel 11th Grade: United States History and Geography Modern Times, McGrawHill Education 12th Grade: Economics, Prentice Hall; Government in America, Pearson	Yes	0%
Foreign Language	Spanish 1: !Avancemos! Level 1, Publisher: McDougal Littel Spanish 2: !En Espanol! Level 2, Publisher: McDougal Littel Spanish 3: !En Espanol! Level 3, Publisher: McDougal Littel AP Spanish: Triangulo Aprobado, Publisher: Wayside	Yes	0%
Health	High School Health Module: incorporated in Physical Fitness course	Yes	0%
Visual and Performing Arts	Middle School Visual Arts: The Virtual Instructor (6th Grade), Barron's Drawing Academy (7th Grade), Figure Drawing for Artists Dance: Life in Motion, by Misty Copeland; Dancing, by Gerald Jonas	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: 1/18/22

## School Facility Conditions and Planned Improvements

Overall exemplary facilities. Leaks from last year have mostly been repaired with major repairs to the Middle School roof now completed. All facility areas are in good condition.

Last updated: 1/18/22

## 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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	Minor repairs occasionally needed after heavy rains in 2-4 classrooms.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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Last updated: 1/18/22

## 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, 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

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: 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: 1/14/22*



**CAASPP Test Results in ELA by Student Group**  
**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	386	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	310	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	36	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Students with Disabilities	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/14/22

**CAASPP Test Results in Mathematics by Student Group**  
**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	386	NT	NT	NT	NT
Male	143	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	310	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	36	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Students with Disabilities	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/14/22

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

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)		NT		9.25		28.72

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:*

**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	233	NT	NT	NT	NT
Male	82	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	185	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	21	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
Socioeconomically Disadvantaged	80	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 12/10/21*

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

The SAE has been recognized as A California Department of Education Arts, Media and Entertainment Model Professional Development Site The SAE has developed 6 unique CTE Pathways in the Visual and Performing Arts and 1 CTE Pathway in Business and Entrepreneurship. These pathways contain a sequence of up to 5 courses to be taken during a student's 9-12 grade progression. At The SAE, all student artists select their Arts Major upon entering 9th grade. This selection allows for scaffolded focus and growth in their artistic studies and allows their expertise to expand as students transition to higher education or seek careers in the professional industries. The SAE uses Career Technical Education (CTE) standards to help prepare students for the expectations and challenges of real world industries.

*Last updated: 1/18/22*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	422
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	65.7

*Last updated: 1/18/22*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	79.00%

*Last updated: 1/18/22*

### 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	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: 1/18/22*

## 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)

One of the primary predictors of student success is parent involvement. Parents of the School of Arts and Enterprise are encouraged to participate in the educational process of their children.

##### School as a Whole (SAW)

All SAE community members are invited to join our quarterly SAW meetings to receive important information, to meet with teachers and staff, and to provide valuable feedback on school operations.

##### School Site Counsel (SSC)

The primary purpose of our SSC is to monitor and provide input on school improvement plans, including our Local Control and Accountability Plan (LCAP). SSC members are comprised of 1 school administrator, 1 school non-teacher staff, 1 teacher representative from each grade level, 1 arts dept teacher, and a number of parents and students that is at least equal to the number of school personnel. Members will be trained in school accountability and funding allocation, and will have the opportunity to have a very direct and meaningful impact on the education plans for their child.

##### English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) at The SAE is comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. The ELAC advises the principal and staff in the development of a site plan for English learners, assists in the development of the schoolwide needs assessment, and assists to make parents aware of the importance of regular school attendance. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent in the student body. ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

Additional activities for parent involvement will include, but not be limited to:

- Meetings at the individual classroom level (Back To School Night and Grade Level Project Culminations) Classroom teachers will meet with the parents to discuss grade level goals, expectations, classroom rules, and assessment tools. Examples during these meetings will be presented to the parent (i.e. through slides, displays of work, portfolios, etc.). Preferably, these meetings will take place in the evening or at a time that is convenient for the majority of families. The agenda will be agreed on and parents notified well in advance. This type of meeting will be offered at least twice a year.
- Individual Student-Led Parent-Teacher Conferences Conferences will be held with parents to review the educational progress of their children. During these meetings, teachers will offer practice suggestions on how the parents can assist their child at home to improve academically and socially.
- Parent Training Sessions will be tailored to increase everybody's knowledge of problems or issues of common interest.
- Saturday Beautification These days will be concrete opportunities to contribute to the improvement of the Charter School. Parents and staff members will come together to build furnishings and equipment, rearrange the educational space, improve the schoolyard, prepare and sell food for school events and fundraisers, and maintain classroom materials.
- Coffee with the Executive Director Parents will meet regularly with the Charter School Executive Director and administrative team to discuss school issues and concerns, learn about new programs, and identify how parents can become more involved.
- Community Events The Charter School will host events relevant to the community at large, such as career day, health fairs and arts events.

In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

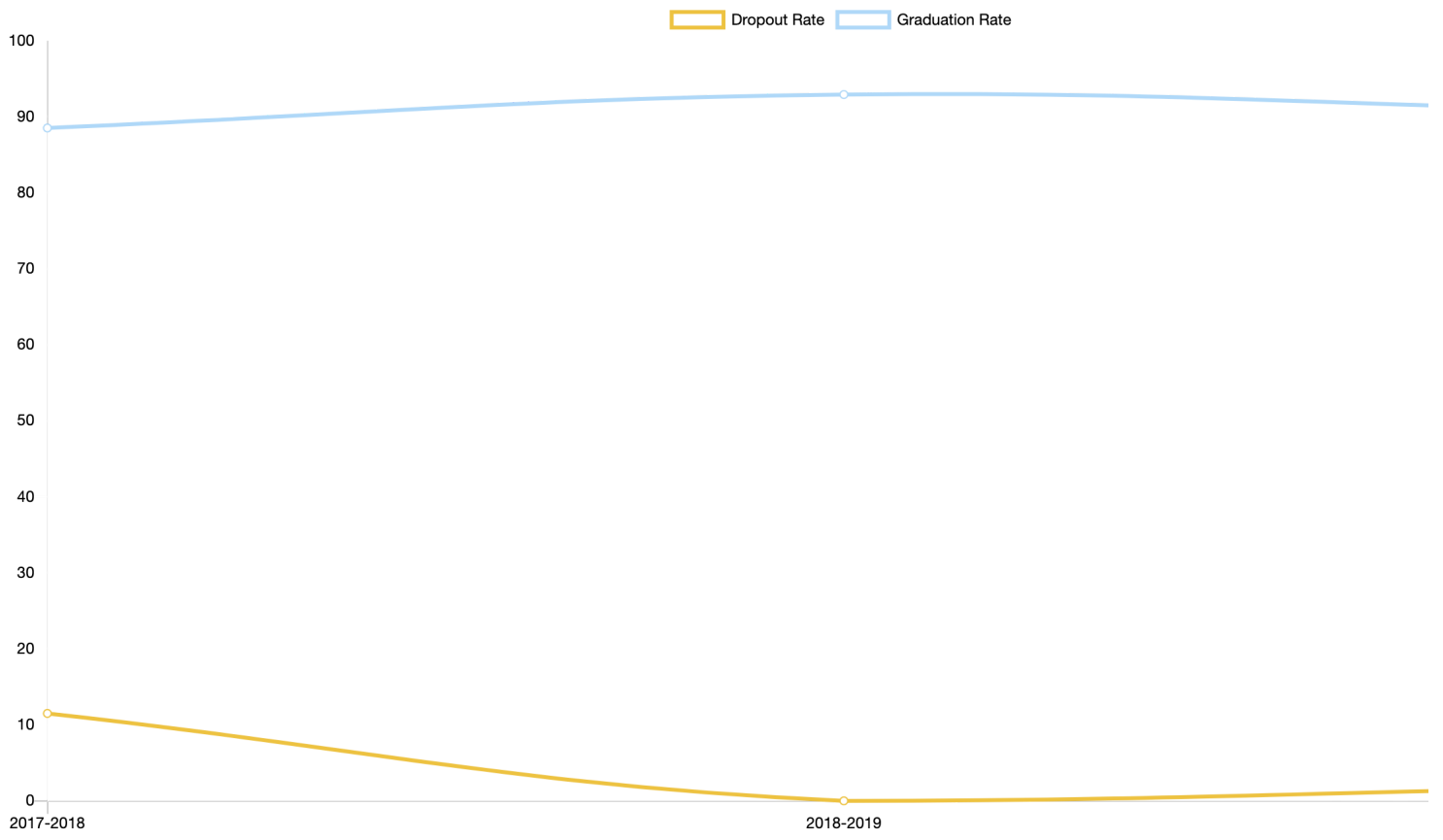
### State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	11.50%	0.00%	1.90%	5.70%	13.90%	6.00%	9.00%	8.90%	9.40%
Graduation Rate	88.50%	92.90%	90.70%	81.30%	76.20%	84.60%	84.50%	84.20%	83.60%



## 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 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	5.37%	3.19%	3.76%	2.33%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.05%

### 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 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.01%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/18/22*



## School Safety Plan (School Year 2021-2022)

The safety of all members of The SAE Community, most notably students and staff, is the primary concern for the school.

SAE Health and Safety COVID Plan was Board Approved on Sept 9, 2021. It was reviewed with the faculty on August 5, 2021 and with the school community including student representatives on November 18th. It was updated on January 10th to include new COVID updates from CDC and LACPH. Most notably, updates include mask mandates for indoors and outdoors, and quarantine protocol for COVID exposure.

The SAE welcomes visitors from around the world throughout the school year. All visitors are asked to call in advance to make an appointment for their visit, and check in at the front office to be escorted onto the campus. Before and after school, during lunch, and in between classes, administrators and teachers monitor campus activity and work to ensure student safety.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and active threat drills are conducted on a regular basis throughout the school year. A Comprehensive Safe School Plan was developed by school staff, the fire department, and police department, and emergency and safety consultants are updated annually in order to comply with Senate Bill 187 of 1997 and Assembly Bill 1747 (2019). The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entrance and exit from school, sexual harassment policies, bullying, dress code, and discipline policies.

*Last updated: 1/18/22*

## 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 (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	22.00	4	16	
Other**				

\* 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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	14.00	4	16	
Other**				

\* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	24.00	5	17	2
Other**				

\* 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 (Secondary) (School Year 2018-2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	13	13	3
Math	23.00	11	15	2
Science	26.00	6	14	3
Social Science	25.00	10	10	6

\* 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	26.00	8	10	4
Math	26.00	13	9	6
Science	25.00	6	11	2
Social Science	27.00	7	11	4

\* 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	23.00	11	13	5
Math	23.00	5	7	3
Science	15.00	6	8	1
Social Science	27.00	3	6	3

*Last updated: 1/18/22*

\* 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*	363.0

*Last updated: 1/1/00*

\* 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.

**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	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

*Last updated: 1/1/00*

\* 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.

**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	\$14070.00	\$3364.00	\$10706.00	\$65477.00
District	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and District	N/A	N/A	2262.17%	-19188.00%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	2262.17%	-19188.00%

*Last updated: 1/18/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

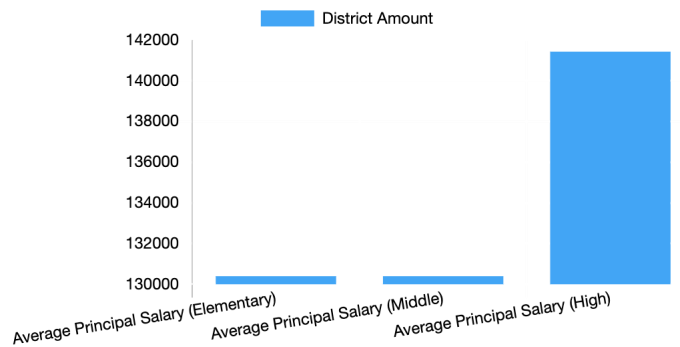
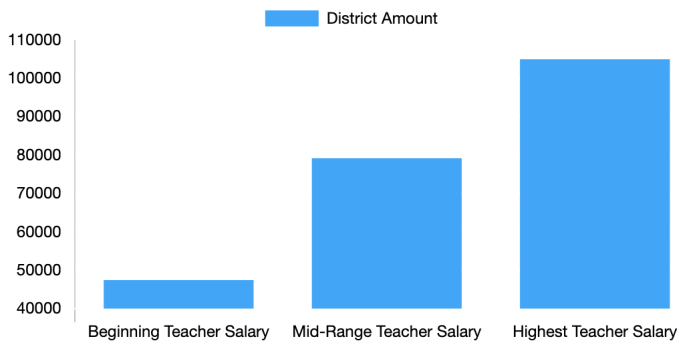
In addition to a rich arts and academic program, The School of Arts and Enterprise (SAE) allocates services based on required responsibilities, including SPED and ELD. The SAE implements with diligence and fidelity designated and integrated English Language Development for students qualifying for services via ELCAP testing. All students with qualifying disability receive services per their IEP for 504. The SAE also supports SED students with federally funded meal programs, ample academic and socioemotional support services, and technology assistance. After school tutoring is provided twice weekly by each teacher. Summer enrichment and credit recovery is available to all students. Credit recovery options are also available during the school year either directly with our teachers or through one of our contracted online course vendors. During pandemic operations, the SAE also provides free COVID testing weekly and free vaccination clinics periodically.

*Last updated: 1/18/22*

**Teacher and Administrative Salaries (Fiscal Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47444.00	\$50897.00
Mid-Range Teacher Salary	\$79168.00	\$78461.00
Highest Teacher Salary	\$104940.00	\$104322.00
Average Principal Salary (Elementary)	\$128245.00	\$131863.00
Average Principal Salary (Middle)	\$130398.00	\$137086.00
Average Principal Salary (High)	\$141419.00	--
Superintendent Salary	\$295991.00	\$297037.00
Percent of Budget for Teacher Salaries	35.00%	32.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated:*

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

**Percent of Students in AP Courses** 17.00%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	1
English	2
Fine and Performing Arts	2
Foreign Language	1
Mathematics	0
Science	1
Social Science	2
Total AP Courses Offered*	9.00%

*Last updated: 1/18/22*

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

**Professional Development**

<b>Measure</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11



Paul Treesuwan <ptreesuwan@thesae.org>

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## 2020–21 SARC Web Application Data

1 message

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**SARC** <sarc@cde.ca.gov>  
To: ptreesuwan@thesae.k12.ca.us

Thu, Jan 6, 2022 at 10:12 AM

Dear School Accountability Report Card Coordinators and Interested Parties:

The California Department of Education (CDE) is working to release all available data on the electronic 2020–21 SARC template for active public schools by Friday morning, January 7. The Teacher data tables (i.e., Table 6-Teacher Preparation and Placement, Table 7-Teachers Without Credentials and Misassignments, Table 8-Credentialed Teachers Assigned Out-of-Field, and Table 9-Class Assignments) will not be available at this time.

For active public schools, we anticipate that the teacher data (Tables 6, 7, 8, and 9) will be uploaded onto the electronic 2020–21 SARC template **after** the February 1 posting due date and will not be editable. Nonpublic nonsectarian schools are expected to input the information in the teacher data tables since the CDE does not have access to this data for these school types.

The CDE populated data is information that the public schools/local educational agencies (LEAs) provided to the CDE during the school year. Therefore, if any CDE populated data do not accurately reflect district and/or school data, LEAs/schools should correct the data as part of preparing and publishing their SARCs.

We encourage all schools/LEAs to post their Board approved 2020–21 SARCs by the February 1 due date without the four teacher data tables populated. A second Board review/approval of the Teacher data tables once populated will not be required.

The blank 2020–21 SARC template is available on the CDE SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>. We also anticipate by the end of next week, the corresponding downloadable data files will be made available on the SARC web page.

Sincerely,

SARC Team  
[sarc@cde.ca.gov](mailto:sarc@cde.ca.gov)

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You are currently subscribed to sarc as: [ptreesuwan@thesae.k12.ca.us](mailto:ptreesuwan@thesae.k12.ca.us).

To unsubscribe: <https://mlist.cde.ca.gov/u?id=14973403.d4f808ee497672f7e59180fe1ff815db&n=T&l=sarc&o=1811650>

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to [leave-1811650-14973403.d4f808ee497672f7e59180fe1ff815db@mlist.cde.ca.gov](mailto:leave-1811650-14973403.d4f808ee497672f7e59180fe1ff815db@mlist.cde.ca.gov)