Bancroft 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	Bancroft Elementary School
Street	2200 Parish Drive
City, State, Zip	Walnut Creek, CA 94598
Phone Number	(925) 933-3405
Principal	Cindy Dunn
Email Address	dunnc@mdusd.org
School Website	https://bancroft.mdusd.org/
County-District-School (CDS) Code	07 61754 6003966

2021-22 District Contact Information

District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website Address	www.mdusd.org

2021-22 School Overview

Bancroft Mission Statement:
The Bancroft learning community offers inclusive programs to educate the mind and encourage the heart and spirit of every individual.

Bancroft implements rigorous Common Core standards-based curriculum and practices with the 21st Century skills (Collaboration, Communication, Cooperation, Creativity) that actively engage all students while examining and monitoring student achievement data to target and sustain growth.
The Bancroft Elementary School English/Spanish Two Way Dual Immersion Learning Program offers an early immersion program that is aimed at developing students' initial literacy in the immersion language while strengthening understanding of their native language.
Program and instructional design is focused on content, the life skills, and cultural proficiency along with preparations to think globally and act locally to build 21st Century mindset citizens.
All learning is achieved in a safe, welcoming and positive school atmosphere that promotes community involvement, personal responsibility, mutual respect and appreciation for others.

Bancroft School Goals:
Increase student achievement
Improve organizational effectiveness and efficiency
Maintain a safe, welcoming and positive school environment
Improve students' sense of responsibility with the Life Skills
Provide a seamless transition between grade level and to middle school
Maintain parent involvement, engagement and on-going communication
Maintain teacher training and professional development

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	108
Grade 2	107
Grade 3	111
Grade 4	89
Grade 5	88
Total Enrollment	608

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	13.5
Black or African American	0.2
Filipino	2.1
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12.2
White	41.8
English Learners	11.8
Socioeconomically Disadvantaged	9
Students with Disabilities	4.1

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Year and month in which the data were collected	August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017 McGraw-Hill: Lectura Maravillas 2017 - Adopted 2017	Yes	0
Mathematics	Engage New York - Adopted 2019	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

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

Year and month of the most recent FIT report	12/1/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			ENTRY TO D POD-LOOSE TILES; B5: TILES IN ROOM CRACKED & WARPED; COVING MISSING AT THE END OF LOWER CABINETS; MU/KITCHEN: GRATE IN MIDDLE OF KITCHEN FLOOR RUSTY AND WOBBLES
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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	CONCRETE BEHIND THE B-POD IN POOR CONDITION - TRIP HAZARDS; CONCRETE OUTSIDE C- POD AND C2 IN POOR CONDITION; B2:DOOR THRESHHOLD NEEDS TRIM - TRIP HAZARD; B4: OAK TREE OUTSIDE IS LIFTING ASPHALT

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	276	260	94.2	5.8	63.95
Female	137	131	95.62	4.38	66.15
Male	139	129	92.81	7.19	61.72
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100	0	84
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	60	95.24	4.76	43.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	54	98.18	1.82	73.58
White	127	115	90.55	9.45	64.91
English Learners	31	30	96.77	3.23	26.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	25

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	276	260	94.20	5.80	58.75
Female	137	130	94.89	5.11	51.94
Male	139	130	93.53	6.47	65.63
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	76.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	60	95.24	4.76	32.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	53	96.36	3.64	67.31
White	127	116	91.34	8.66	64.35
English Learners	31	30	96.77	3.23	37.93
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	39.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	26.32

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.
*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.
*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	49.33	N/A	32.08	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	84	75	89.29	10.71	49.33
Female	38	35	92.11	7.89	48.57
Male	46	40	86.96	13.04	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	18	16	88.89	11.11	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	45.45
White	44	38	86.36	13.64	57.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

There are many ways for parents to be involved at Bancroft. Some of the ways include: Classroom assistance, Weekly math and literacy stations, Parent Faculty Club, English Language Advisory Committee (ELAC), School Site Council positions, library assistance, clerical office help, Art program, varied whole school social events, fund raising events that also build community, committees, District English Language Advisory Committee (DELAC), Communications, School Climate and Safety, After school enrichment program,

Additionally, family nights are held such as the Family Science Night, Multi Cultural Night, and Family Reading Night. These are designed to help parent engage with their child's learning in reading, math and science and celebrating the varied, rich heritage and traditions found within out community.

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 933-3405.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	633	624	5	0.8
Female	308	303	2	0.7
Male	325	321	3	0.9
American Indian or Alaska Native	0	0	0	0.0
Asian	91	88	1	1.1
Black or African American	1	1	0	0.0
Filipino	13	13	0	0.0
Hispanic or Latino	149	146	0	0.0
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	77	77	2	2.6
White	259	257	1	0.4
English Learners	100	99	3	3.0
Foster Youth	2	2	1	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	70	69	1	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	42	0	0.0

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	0.29	0.00	4.41	0.04	3.47	0.20
Expulsions	0.00	0.00	0.03	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	0.14	3.33	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00

2021-22 School Safety Plan

Key elements included in the plan include: Child Abuse reporting procedures; disaster procedures, routine and emergency; policies regarding actions which lead to suspension and/or expulsion, procedures to notify teachers of dangerous pupils; sexual harassment policy; school-wide dress code; procedures for safe ingress and egress of pupils; rules and procedures on school discipline; and other safe school strategies and programs. The Safety Plan also includes an action plan to implement three specific objectives: a safe physical environment, improved student behavior through the use of problem solving strategies and Life skills program with student recognitions and awards, and increased parent education and involvement. Included with the master plan are District Policies and Procedures, the Bancroft Emergency Preparedness Plan, the Bancroft Discipline Policy and Procedures, the Bancroft School Handbook, the School Climate Handbook, and the Bancroft Traffic Safety Plan.

Bancroft School is home to one of the MDUSD English/Spanish Two Way Dual Immersion Programs (TWDI).

The School Safety Plan is reviewed and updated annually by February of each school year. Parents and staff members, including local law enforcement are involved in the review and updates. School Site Council has the responsibility of approving before submitting to the school board. The current School Safety Plan was approved by the Site Council in February 2021. The next review and updates will be conducted in January and February of 2022.

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	25		5	
1	24	2	3	
2	24		4	
3	25		4	
4	28		4	
5	30		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	26	1	3	1
1	26		4	
2	25		4	
3	25	1	3	
4	27		4	
5	37		2	2
6				
Other	26		1	

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	33		3	1
1	27		4	
2	24		4	
3	25		4	
4	22	2	2	
5	29	2	1	1
6				
Other	21		1	

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	1216

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)	0.5
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$11,020.48	$3,336.70	$7,683.77	$80,853.54
District	N/A	N/A	$7,818.57	$79,735.29
Percent Difference - School Site and District	N/A	N/A	-1.7	1.4
State				$84,531
Percent Difference - School Site and State	N/A	N/A	-11.0	-4.4

2020-21 Types of Services Funded

Campus improvement
Enrichment assemblies
Instructional materials and equipment including PE equipment
K-5 Art program
Technology for classrooms
Hospitality
STEAM education
Enrichment Field Trips and assemblies
School Garden Educator and program
Instructional Materials
Professional development
Extra Campus Supervision for student recreational periods
Additional Math resources through Curriculum Associates grades K-5 (Ready Math)
Increased library classrooms K-5
Family Engagement Nights
NGSS consultant
Upgraded classroom technology
On going training for teachers
NGSS- Engineering
- English/Spanish Two Way Dual Immersion

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	$53,339	$50,897
Mid-Range Teacher Salary	$73,641	$78,461
Highest Teacher Salary	$98,346	$104,322
Average Principal Salary (Elementary)	$112,644	$131,863
Average Principal Salary (Middle)	$122,410	$137,086
Average Principal Salary (High)	$139,718	$151,143
Superintendent Salary	$280,600	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The district coordinates varied staff development programs for teachers and administrators based on assessed needs and state mandates. Summer Learning Academies are offered to teachers. One day prior to school is dedicated to staff development. In addition teachers are provided release time to attend conferences and training throughout the school year. District coaches for technology, math, ELA, ELD are available to teachers and administrators. Coaches can be accessed for professional support in the classroom, staff training, and parent education nights. During the 20-21 school year, three days of PD was provided via Zoom due to distance learning during the global pandemic.

Illuminate training
Equity training
Common Core Standards Training- ELA and Math Vocabulary Development
Accelerated Learning
Social Emotional Learning
Curriculum Associates - i-Ready
Academic Conversations
Professional Learning Community
Next Generation Science Standards Training
PBIS- Positive Behavior Intervention Systems
Restorative Justice- Community Circles
CABE- California Association for Bilingual Education Conferences
Center for Applied Linguistic - Understanding and implementation of the three pillars of Bilingual education
Training and implementation of Google Classroom
Training and implementation of Wonders ELA and SLA curriculum
Math Talks
Close Reading
Writing and Writing Rubrics
Google Classroom
Seesaw
Zoom and Google Meets

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	3	3	3

Mt. Diablo Unified 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	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website Address	www.mdusd.org

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	15817	12723	80.44	19.56	44.74
Female	7723	6332	81.99	18.01	47.73
Male	8087	6385	78.95	21.05	41.73
American Indian or Alaska Native	16	11	68.75	31.25	18.18
Asian	1175	1053	89.62	10.38	62.26
Black or African American	511	377	73.78	26.22	30.52
Filipino	611	558	91.33	8.67	61.16
Hispanic or Latino	6977	5415	77.61	22.39	26.94
Native Hawaiian or Pacific Islander	103	66	64.08	35.92	24.19
Two or More Races	2117	1759	83.09	16.91	56.27
White	4307	3484	80.89	19.11	60.03
English Learners	3132	2367	75.57	24.43	6.41
Foster Youth	69	42	60.87	39.13	19.05
Homeless	462	286	61.90	38.10	15.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7379	5668	76.81	23.19	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1407	63.32	36.68	15.76

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	15819	12519	79.14	20.86	36.41
Female	7723	6193	80.19	19.81	34.40
Male	8089	6320	78.13	21.87	38.39
American Indian or Alaska Native	16	12	75.00	25.00	9.09
Asian	1175	1035	88.09	11.91	59.28
Black or African American	511	354	69.28	30.72	19.77
Filipino	611	558	91.33	8.67	49.82
Hispanic or Latino	6977	5303	76.01	23.99	18.00
Native Hawaiian or Pacific Islander	103	72	69.90	30.10	13.24
Two or More Races	2119	1744	82.30	17.70	48.32
White	4307	3441	79.89		51.57
English Learners	3132	2296	73.31	26.69	6.80
Foster Youth	71	40	56.34	43.66	15.00
Homeless	462	280	60.61	39.39	5.80
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7381	5553	75.23	24.77	18.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1355	60.98	39.02	13.33

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