

# Bowers 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	Bowers Elementary School
<b>Street</b>	2755 Barkley Avenue
<b>City, State, Zip</b>	Santa Clara CA, 95051
<b>Phone Number</b>	(408) 423-1100
<b>Principal</b>	Adriana T. Reyes
<b>Email Address</b>	adreyes@scusd.net
<b>School Website</b>	<a href="https://bowers-scusd-ca.schoolloop.com/">https://bowers-scusd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	43-69674-6048797

## 2021-22 District Contact Information

<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stella M. Kemp, Ed.D.
<b>Email Address</b>	communications@scusd.net
<b>District Website Address</b>	www.santaclarausd.org

## 2021-22 School Overview

It is the mission of Bowers Elementary School to educate and empower the Bowers community to become lifelong learners who positively impact the world. Our vision is simple and inclusive of all students, staff, and community members: Achieve. Belong. Contribute.

We have a student body of approximately 258 ethnically, socially, and academically diverse students in grades K-5. In addition, Bowers has three Specialized Academic Instruction (SAI) Preschool Classrooms serving approximately 24 students. Two State Preschool classrooms and an Infant/Toddler program serving children from six weeks to four years of age are also on-site. These two programs serve an additional 50-80 children.

Our staff includes 13 full time and part-time classroom teachers K-5, three SAI Preschool teachers, 2 part-time SEAL (Sobrato Early Academic Language) Coaches, 1 Literacy Intervention Teachers, 1 P.E. teacher and 1 P.E. paraeducator, 1.4 Speech and Language Pathologists, 1 SAI Resource teacher, 6 SAI paraeducators, 1 SAI student attendant, 1 part-time library media specialist, 1 part-time psychologist, 1 clerk, 1 secretary, 1 ELSAT, 1, health clerk, 1 cafeteria manager, 1 cafeteria assistant, 1 part-time counseling interns, 1 part-time wellness coordinator, 1 day and 1-night custodian. A nurse visits campus one day per week.

Bowers School is committed to school-wide interventions to ensure early literacy success as well as English Language Development. We offer small group Kindergarten instruction with additional credentialed teachers to assist struggling students.

Students in grades 3-5 are also provided literacy support daily by both classroom teachers and our Literacy Intervention Teacher. Reading Recovery 1:1 instruction is offered to our most at-risk first-grade readers to accelerate their learning in 16-20 weeks. Bowers is a SEAL school focused on rigorous academic language taught thematically through the content areas of Science and Social Studies. We also offer garden and sustainability education in our outdoor classroom and school garden which supports our school-wide composting and farm-to-table culinary experiences for students. Bowers School also provides instruction and opportunities in the visual and performing arts. We offer choral music instruction for all students with a culmination performance at the end of instruction.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	41
Grade 2	44
Grade 3	47
Grade 4	41
Grade 5	46
Total Enrollment	257

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	17.1
Black or African American	1.2
Filipino	6.2
Hispanic or Latino	51
Two or More Races	7.4
White	16.3
English Learners	35.8
Homeless	0.4
Socioeconomically Disadvantaged	62.6
Students with Disabilities	9.3

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.7	94.6	660.2	87.6	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	1.7	0.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	14.2	1.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	20.7	2.7	12115.8	4.4
<b>Unknown</b>	0.8	5.5	56.7	7.5	18854.3	6.9
<b>Total Teaching Positions</b>	15.5	100.0	753.6	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

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

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

## 2020-21 Class Assignments

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

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

All textbooks and materials were adopted by the board of trustees in 2021 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: [www.santaclarausd.org/InstructionalResources](http://www.santaclarausd.org/InstructionalResources).

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Mathematics</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>History-Social Science</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Foreign Language</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Health</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Visual and Performing Arts</b>	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0

## School Facility Conditions and Planned Improvements

### General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

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

### Maintenance and Repair

SCUSD 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.

### Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at [www.santaclarausd.org/BoardPolicies](http://www.santaclarausd.org/BoardPolicies). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: [www.santaclarausd.org/bond](http://www.santaclarausd.org/bond)

### Age of School Buildings

The main campus of Bowers School was built in 1957 and 1959. Additions were made in 1961 and portables were added in 1997 for class size reduction. This school has 30 classrooms, including a professional development room, two computer labs, a multipurpose room, a library, and an administration building.

**Year and month of the most recent FIT report**

June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Interior:</b> Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Electrical</b>	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>Structural:</b> Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over the summer 2021 break.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	131	NT	NT	NT	NT
<b>Female</b>	66	NT	NT	NT	NT
<b>Male</b>	65	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	25	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	64	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	24	NT	NT	NT	NT
<b>English Learners</b>	49	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 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
<b>All Students</b>	131	NT	NT	NT	NT
<b>Female</b>	66	NT	NT	NT	NT
<b>Male</b>	65	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	25	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	64	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	24	NT	NT	NT	NT
<b>English Learners</b>	49	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	131	129	98.47	1.53	48.84
Female	66	65	98.48	1.52	44.62
Male	65	64	98.46	1.54	53.13
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100	0	48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	64	100	0	29.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	22	91.67	8.33	90.91
English Learners	49	49	100	0	8.16
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100	0	50.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100	0	22.22

\*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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	131	129	98.47	1.53	25.58
Female	66	65	98.48	1.52	18.46
Male	65	64	98.46	1.54	32.81
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	25	25	100	0	44
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	64	64	100	0	12.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	22	91.67	8.33	40.91
<b>English Learners</b>	49	49	100	0	8.16
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	57	57	100	0	17.54
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	18	18	100	0	5.56

\*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.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	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	45	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	21	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Pre-pandemic, Bowers elementary school offered a variety of opportunities for parents to participate in the school. Unfortunately, we are very limited to the engagement opportunities we can safely offer families at this time. We have done our best to adapt events and activities to virtual events. For example, as a SEAL school, parents used to be invited to Bowers at the end of each unit (six times per year) to participate in a classroom Gallery Walk which allowed students to share their learning with their families. Teachers share photos and videos on parent-teacher communication platforms and via our school social media platforms. As a SEAL school we also provide, parent workshops each year focused on supporting student learning at home. These workshops have been turned into virtual workshops opportunities. School Site Council SSC Meetings and English Language Advisory Committee ELAC meetings also take place virtually.

The Bowers PTA is an enthusiastic group of parents who support the goals, objectives, and needs of the students and staff while offering a variety of volunteer opportunities to parents. The PTA supports movie nights, community playdates, virtual school book fairs, yearbooks, and our annual school walkathon. PTA meetings also take place virtually.

Bowers students and their families take pride in their school and take full advantage of the many academic, social, and enrichment opportunities available to them.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-1100.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	269	266	13	4.9
Female	141	141	4	2.8
Male	128	125	9	7.2
American Indian or Alaska Native	2	2	0	0.0
Asian	47	44	4	9.1
Black or African American	4	4	0	0.0
Filipino	15	15	0	0.0
Hispanic or Latino	135	135	8	5.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	22	0	0.0
White	44	44	1	2.3
English Learners	108	108	6	5.6
Foster Youth	1	1	1	100.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	176	176	9	5.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	35	35	6	17.1

### 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
<b>Suspensions</b>	0.99	0.00	3.37	0.12	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.15	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
<b>Suspensions</b>	1.38	2.17	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2021.

### 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	28		2	
1	22		2	
2	22		2	
3	24		2	
4	26		2	
5	21	1	1	
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	23		2	
1	24		2	
2	24		2	
3	32		1	1
4	23		2	
5	22		2	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21	1	1	
2	22		2	
3	35		1	1
4	21	1	1	
5	23		2	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	7.4

## 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	\$15,650	\$6,198	\$9,453	\$115,535
District	N/A	N/A	\$8,540	\$114,438
Percent Difference - School Site and District	N/A	N/A	10.1	1.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	11.3	28.9

## 2020-21 Types of Services Funded

Bowers Elementary School receives the following funding:

\* Title I - to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education, and reach minimum proficiency on the state content standards and assessments.

\* Targeted Funds - to help educationally disadvantaged students, English Learners, Migrant, and Foster Youth to succeed in the regular education program.

These funding sources support our Literacy Intervention Teacher(s), additional support staff, counseling time, garden education, professional development for teachers, and SEAL related materials.

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$75,297	\$52,562
<b>Mid-Range Teacher Salary</b>	\$113,825	\$83,575
<b>Highest Teacher Salary</b>	\$134,944	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$168,906	\$131,875
<b>Average Principal Salary (Middle)</b>	\$186,621	\$137,852
<b>Average Principal Salary (High)</b>	\$187,798	\$150,626
<b>Superintendent Salary</b>	\$275,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	29%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	4

# Santa Clara 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

<b>District Name</b>	Santa Clara Unified School District
<b>Phone Number</b>	(408) 423-2000
<b>Superintendent</b>	Stella M. Kemp, Ed.D.
<b>Email Address</b>	communications@scusd.net
<b>District Website Address</b>	www.santaclarausd.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
<b>All Students</b>	7577	858	11.32	88.68	65.90
<b>Female</b>	3674	426	11.59	88.41	72.26
<b>Male</b>	3902	432	11.07	88.93	59.56
<b>American Indian or Alaska Native</b>	41	6	--	85.37	--
<b>Asian</b>	2293	269	11.73	88.27	80.83
<b>Black or African American</b>	191	21	10.99	89.01	29.41
<b>Filipino</b>	432	73	16.90	83.10	63.89
<b>Hispanic or Latino</b>	2660	280	10.53	89.47	46.36
<b>Native Hawaiian or Pacific Islander</b>	39	2	5.13	94.87	--
<b>Two or More Races</b>	479	49	10.23	89.77	79.17
<b>White</b>	1442	158	10.96	89.04	73.20
<b>English Learners</b>	1656	111	6.70	93.30	14.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	4	3.70	96.30	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2199	193	8.78	91.22	40.22
<b>Students Receiving Migrant Education Services</b>	30	3	10.00	90.00	--
<b>Students with Disabilities</b>	1173	100	8.53	91.47	21.11

## 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
<b>All Students</b>	7577	831	10.97	89.03	49.46
<b>Female</b>	3674	414	11.27	88.73	51.09
<b>Male</b>	3902	417	10.69	89.31	47.84
<b>American Indian or Alaska Native</b>	41	6	--	85.37	--
<b>Asian</b>	2293	264	11.51	88.49	74.24
<b>Black or African American</b>	191	20	10.47	89.53	26.32
<b>Filipino</b>	432	71	16.44	83.56	37.14
<b>Hispanic or Latino</b>	2660	266	10.00	90.00	21.97
<b>Native Hawaiian or Pacific Islander</b>	39	2	5.13	94.87	--
<b>Two or More Races</b>	479	48	10.02	89.98	66.67
<b>White</b>	1442	154	10.68		57.79
<b>English Learners</b>	1656	94	5.68	94.32	16.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	4	3.70	96.30	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2199	176	8.00	92.00	18.97
<b>Students Receiving Migrant Education Services</b>	30	2	6.67	93.33	--
<b>Students with Disabilities</b>	1173	81	6.91	93.09	10.26



## 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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	6409	5876	91.68	8.32	64.86
Female	3135	2862	91.29	8.71	68.59
Male	3273	3014	92.09	7.91	61.31
American Indian or Alaska Native	33	29	87.88	12.12	55.17
Asian	1976	1900	96.15	3.85	81.68
Black or African American	153	138	90.2	9.8	55.07
Filipino	342	309	90.35	9.65	62.14
Hispanic or Latino	2233	1945	87.1	12.9	40.87
Native Hawaiian or Pacific Islander	34	32	94.12	5.88	46.88
Two or More Races	415	378	91.08	8.92	75.93
White	1226	1145	93.39	6.61	76.68
English Learners	1455	1296	89.07	10.93	23.77
Foster Youth	--	--	--	--	--
Homeless	43	34	79.07	20.93	52.94
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1888	1643	87.02	12.98	46.2
Students Receiving Migrant Education Services	26	23	88.46	11.54	4.35
Students with Disabilities	903	799	88.48	11.52	24.78

\*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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	6409	5886	91.84	8.16	47.55
Female	3135	2882	91.93	8.07	47.54
Male	3273	3004	91.78	8.22	47.57
American Indian or Alaska Native	33	29	87.88	12.12	27.59

<b>Asian</b>	1976	1908	96.56	3.44	76.36
<b>Black or African American</b>	153	137	89.54	10.46	27.74
<b>Filipino</b>	342	319	93.27	6.73	42.95
<b>Hispanic or Latino</b>	2233	1945	87.1	12.9	17.43
<b>Native Hawaiian or Pacific Islander</b>	34	31	91.18	8.82	19.35
<b>Two or More Races</b>	415	379	91.33	8.67	51.72
<b>White</b>	1223	1138	93.05	6.95	54.31
<b>English Learners</b>	1455	1291	88.73	11.27	17.74
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	32	74.42	25.58	18.75
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1888	1648	87.29	12.71	22.21
<b>Students Receiving Migrant Education Services</b>	26	22	84.62	15.38	0
<b>Students with Disabilities</b>	899	793	88.21	11.79	13.75

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