

# Scott Lane 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>	Scott Lane Elementary School
<b>Street</b>	1925 Scott Blvd.
<b>City, State, Zip</b>	Santa Clara CA, 95050
<b>Phone Number</b>	(408) 423-4100
<b>Principal</b>	Jeff Keller
<b>Email Address</b>	jkeller@scusd.net
<b>School Website</b>	<a href="https://scottlane.schoolloop.com/pf4/cms2/view_page?d=x&amp;group_id=1534750192075">https://scottlane.schoolloop.com/pf4/cms2/view_page?d=x&amp;group_id=1534750192075</a>
<b>County-District-School (CDS) Code</b>	43-69674-6049019

## 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

Scott Lane Elementary School's mission is to ensure the success of every scholar.

Scott Lane Elementary School has served its community since 1953 and was built to provide school services to new families who moved to the Santa Clara Valley soon after World War II. Many new housing tracts were being built at that time, and the school was located in the center of these homes and close to the Santa Clara City Hall.

Scott Lane School is one of seventeen elementary schools in the Santa Clara Unified School District, serving 491 students. The children and families at Scott Lane School speak over 15 languages. 75% are English Learners. At Scott Lane, 70% of the students participate in the Free/Reduced Lunch program. The student mobility rate is over 25%. Most of the students come from single-parent families or families where both parents work. The community is socially, ethnically, and racially diverse.

Scott Lane has been able to combine the efforts and talents of the students, staff, parents, and the community to produce an exemplary model of education. In the fall of 2020, Scott Lane launched the district's first Spanish Dual Language Immersion Program, a different and more enriching model of educating students in two languages, to give students districtwide an opportunity to become bilingual and bi-literate, starting in elementary school. Dual language immersion programs include native English-speaking students and native speakers of a foreign language. The goals of dual language immersion programs are to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies for all students.

All teachers at Scott Lane are highly trained in best practices. One effective practice involves a collection of highly effective instructional strategies. Sobrato Early Academic Language (SEAL) is a comprehensive and intensive educational model, with emphasis on enriched language and literacy education designed for English Language Learners, starting in preschool and continuing through fifth grade.

Scott Lane staff are dedicated to ensuring that all students learn. Towards this effort staff is engaged in collaborating around student work in order to identify effective strategies and to plan their re-teaching. There is an intervention model in place that offers all students small group, targeted instruction.

Scott Lane also has a 40% PIP counselor. There is one full-time secretary and clerk. A day and night time custodian support Scott Lane School. Instructional assistants provide academic and language support for both students and parents. The

## 2021-22 School Overview

classified staff is trained in instructional literacy techniques and GLAD/SDAIE techniques as well as new methods for working with the Special Education population. Scott Lane students will be successful readers, writers, listeners, speakers, thinkers, and communicators. They will be individuals who are respectful, make good decisions, and solve problems. Scott Lane students will be productive, resilient, and responsible citizens who demonstrate an appreciation for their diverse community.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	66
Grade 2	63
Grade 3	55
Grade 4	55
Grade 5	48
<b>Total Enrollment</b>	<b>369</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	13.6
Black or African American	3
Filipino	2.2
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.4
White	7
English Learners	50.1
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	75.3
Students with Disabilities	10.6

## 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>	20.7	100.0	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>	0.0	0.0	56.7	7.5	18854.3	6.9
<b>Total Teaching Positions</b>	20.7	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
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<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
Reading/Language Arts	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Mathematics	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Science	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
History-Social Science	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Foreign Language	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Health	<a href="http://www.santaclarausd.org/InstructionalResources">www.santaclarausd.org/InstructionalResources</a> Board adopted: October 2021	Yes	0
Visual and Performing Arts	<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
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## 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 Scott Lane School was built in 1959. Additions were made in 1998 and portables were added in 1997 for class size reduction. This school has 28 classrooms, a multipurpose room, a library/media center, and an administration building. Scott Lane has recently received updated play and shade structures and fencing around the school to ensure student and staff safety.

<b>Year and month of the most recent FIT report</b>				June 2021
<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine

## School Facility Conditions and Planned Improvements

			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.
<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>	161	NT	NT	NT	NT
<b>Female</b>	84	NT	NT	NT	NT
<b>Male</b>	77	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	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>	125	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	100	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	22	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>	161	NT	NT	NT	NT
<b>Female</b>	84	NT	NT	NT	NT
<b>Male</b>	77	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	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>	125	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	100	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	22	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	161	157	97.52	2.48	26.11
Female	84	82	97.62	2.38	24.39
Male	77	75	97.4	2.6	28
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	123	98.4	1.6	24.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99	1	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	95	95.96	4.04	33.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100	0	0

\*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	161	158	98.14	1.86	11.39
Female	84	83	98.81	1.19	6.02
Male	77	75	97.4	2.6	17.33
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	16	16	100	0	12.5
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	125	124	99.2	0.8	10.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	100	99	99	1	6.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	99	96	96.97	3.03	12.5
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	19	19	100	0	0

\*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	51	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Male	22	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	40	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	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	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

Scott Lane Elementary School has a supportive parent community. We extend an invitation to all parents to become involved in activities and school affairs through our Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Committee (ELAC). We also encourage parents to support classroom teachers in a variety of ways. Scott Lane is always working to increase parental involvement.

Scott Lane began a partnership with SEAL (Sobrato Early Academic Literacy), and a major component of SEAL is the Parent Involvement. Scott Lane families are invited and encouraged to participate in the following ways:

1. To be a part of the SSC/ELAC group.
2. Attend (for now, virtual) parent workshops that focus on ways that families can support their children at home.
3. Complete projects (that pertains to the content being learned) with their children at home

Scott Lane has added adult English Language classes (partnership with SCUSD Adult Ed.) and family engagement classes (partnership with Foothill College). Families have also been invited to be active participants in District LCAP and Strategic Planning.

More information: (408) 423-4100



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	389	15	3.9
Female	190	180	8	4.4
Male	221	209	7	3.3
American Indian or Alaska Native	2	2	2	100.0
Asian	60	54	1	1.9
Black or African American	13	13	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	286	274	9	3.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	7	5	0	0.0
White	30	28	3	10.7
English Learners	243	239	8	3.3
Foster Youth	2	1	0	0.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	308	298	13	4.4
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	51	51	2	3.9

### 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>	1.68	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>	0.75	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	20	3	2	
1	14	4		
2	19	3		
3	17	3		
4	17	2	1	
5	29		2	
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	18	3	2	
1	25	1	2	
2	14	4		
3	20	3		
4	17	3		
5	25		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	14	6		
1	22	1	2	
2	21	1	2	
3	18	3		
4	18	3		
5	24		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	1.4
Resource Specialist (non-teaching)	0
Other	3.5

## 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	\$12,204	\$2,079	\$10,125	\$117,311
District	N/A	N/A	\$8,540	\$114,438
Percent Difference - School Site and District	N/A	N/A	17.0	2.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	18.1	30.4

## 2020-21 Types of Services Funded

Scott Lane School receives state and federal categorical funds which provide supplemental services to identified students and are approved and monitored through School Site Council. These programs include programs for migrant students, Title I schoolwide program, and other local grants. Scott Lane also received additional services for Special Education students as required.

## 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
<b>All Students</b>	6409	5876	91.68	8.32	64.86
<b>Female</b>	3135	2862	91.29	8.71	68.59
<b>Male</b>	3273	3014	92.09	7.91	61.31
<b>American Indian or Alaska Native</b>	33	29	87.88	12.12	55.17
<b>Asian</b>	1976	1900	96.15	3.85	81.68
<b>Black or African American</b>	153	138	90.2	9.8	55.07
<b>Filipino</b>	342	309	90.35	9.65	62.14
<b>Hispanic or Latino</b>	2233	1945	87.1	12.9	40.87
<b>Native Hawaiian or Pacific Islander</b>	34	32	94.12	5.88	46.88
<b>Two or More Races</b>	415	378	91.08	8.92	75.93
<b>White</b>	1226	1145	93.39	6.61	76.68
<b>English Learners</b>	1455	1296	89.07	10.93	23.77
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	34	79.07	20.93	52.94
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1888	1643	87.02	12.98	46.2
<b>Students Receiving Migrant Education Services</b>	26	23	88.46	11.54	4.35
<b>Students with Disabilities</b>	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
<b>All Students</b>	6409	5886	91.84	8.16	47.55
<b>Female</b>	3135	2882	91.93	8.07	47.54
<b>Male</b>	3273	3004	91.78	8.22	47.57
<b>American Indian or Alaska Native</b>	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.