

Faller Elementary School

1500 West Upjohn Street • Ridgecrest CA, 93555 • (760) 499-1690 • Grades K-5

Amy Self, Principal

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<http://faller.ssusd.org/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Sierra Sands Unified School District

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School Description

Theodore H. Faller Elementary School, home of the Faller Suns, is recognized as a 2016 Gold Ribbon and Title 1 Academic Achievement School. We currently have approximately 490 students in 21 classes. The core values that reflect the vision for our school and drive our practices are: becoming respectful, trustworthy, fair, and caring citizens, building self-directed and responsible learners, developing self-confident risk takers, creating life-long readers and learners and providing experiences for problem solvers.

Faller provides students in Transitional Kindergarten through fifth grade with a balanced, comprehensive, integrated core curriculum including California Common Core Standards. Our focus is on improving literacy and math skills while providing a safe and nurturing environment. As a PBIS (Positive Behavior Intervention Support) school, we have also incorporated the Character Counts program at Faller focusing on the 6 character pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Our After School Program (ASES) is an award-winning, quality program that provides academic enrichment and a safe after-school environment for up to 100 of our students. We have also offered a range of programs, clubs, and activities including Jr. Audubon Society, Battle of the Books, Student Council, Meaningful Workers, Chess Club, and Basketball teams during a traditional school year. Faller also houses a state preschool program on-site.

Parents and community members are actively involved at Faller through our School Site Council, English Language Advisory Committee, PTO, and parent-teacher conferences. Our School Site Council jointly determines our academic instructional program and related financial resources while our active PTO provides enhanced opportunities fostering goodwill and closer relationships between home and school. We make a positive difference in the lives of our students by working together with families and our community.

Amy Self, Principal

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	72
Grade 2	91
Grade 3	89
Grade 4	78
Grade 5	97
Total Enrollment	522

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	1.7
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	0.8
White	55.6
Two or More Races	4
Socioeconomically Disadvantaged	64
English Learners	10
Students with Disabilities	12.6
Foster Youth	0.8
Homeless	0.2

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

Teacher Credentials for Faller Elementary	18-19	19-20	20-21
With Full Credential	19	23	23
Without Full Credential	4	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	18-19	19-20	20-21
With Full Credential	♦	♦	213
Without Full Credential	♦	♦	34
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Faller Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Studies Weekly (2018) Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health and Fitness Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Faller School was built in 1966 and has expanded over the years. Due to increased enrollment over the years, we installed extra portable classrooms in 2005 and 2008. We work with the maintenance department to maintain and improve our site. Modernization plans allowed us to install a shade structure and new playground equipment for both the large playground and kindergarten playground in the fall of 2007. Further improvements included the addition of six portable classrooms in December of 2008. In August 2009 we completed the renovation of Building B, enlarged our multipurpose room, added technology in all classrooms, and completed our newly designed parking lots to provide more parking spaces and appropriate lighting.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Each week classes spend scheduled library time in our media center. All students visit the library once a week where our librarian assists in checking out books. Our media staff member supervises and guides students utilizing computer programs while in the school computer lab and in the 2nd-5th grade classrooms where we have 1:1 chrome books. We use site funds to continually add to our library collection, focusing on books for the Accelerated Reader program and increasing our non-fiction books.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/8/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Fair	Room 9: Water spots on ceiling tiles. Portable classroom 20: Water spots on ceilings and door seal/sweep. Portable classroom 23: Water spots on ceiling. Portable classroom 24: water spots on ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	Portable Classroom 20 Water spots on ceiling and door seal/sweep. Portable Classroom 23 Water spots on ceiling Portable Classroom 24 Water spots on ceiling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Grounds (Front Campus) Cracks on west side of MPR, lots of cracks in the parking lot.
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 94.58% on the 8 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	51	N/A	50	N/A
Math	43	N/A	36	N/A	39	N/A

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	36	N/A	30	N/A

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

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

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

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents serve on both our ELAC and SSC, which creates our school's annual plan, approves expenditures, and works to improve student achievement and support school activities. In addition, our ELAC addresses the concerns of English Learners. Our PTO includes all families. In a traditional school year, it sponsors six family evening events, awards assemblies, character assemblies, Junior Olympics, fundraising and a Campus Clean Up Day. New members are always welcome. Parents volunteer in our classrooms and library, coach sports teams, chaperone on field trips, and help with fund-raising.

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.

School Safety Plan (School Year 2020-2021)

We review our Comprehensive Safety Plan annually, updating as needed. This plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. A copy is kept in the office. In accordance with this plan, we hold regular earthquake, bus, lockdown, and fire drills. Safety procedures are reviewed and concerns are addressed in meetings held monthly with prominent staff.

Upon completion of appropriate volunteer paperwork in compliance with District Volunteer Protocol Procedures, all visitors are required to enter the school through the front office and sign in and out in our volunteer logbook. They receive a visitor's badge for identification as they move about the campus. We are also able to lock the gate to the main part of the campus. Teachers keep their outer doors locked to increase student safety.

During a traditional school year, our staff monitors the playground 15 minutes before school starts and during the morning and afternoon recesses. We have six supervisors who keep our playground safe during lunchtime. Students are dismissed at the end of the school day to different areas depending on whether they are being picked up by adults or are riding the buses. We have adjusted these procedures as our population has grown and pride ourselves in safely dismissing 490 students within 10 to 15 minutes. Furthermore, there are 24 security cameras around the campus with a monitor both in the main office and in the principal's office.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.0	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		21	1	3		24	1	3	
1	23		4		21	1	3		24		3	
2	23		3		23		4		23		4	
3	24		3		23		3		22		4	
4	32		2		28		3		25		3	
5	34			2	23	1	2		30		3	
Other**									11	1		

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,945	\$47,145
Mid-Range Teacher Salary	\$70,019	\$74,952
Highest Teacher Salary	\$98,284	\$96,092
Average Principal Salary (ES)	\$108,083	\$116,716
Average Principal Salary (MS)	\$120,179	\$120,813
Average Principal Salary (HS)	\$131,577	\$131,905
Superintendent Salary	\$176,000	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	31.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5902.52	630.27	5272.25	58275.89
District	N/A	N/A	5982.82	\$68,495
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.6	-16.1
School Site/ State	-38.1	-26.0

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

Types of Services Funded

We use federal funds from our Title I allocation to provide additional personnel, training, supplies, and support via computer assistive programs. This support is identified and provided through the Collaboration and Intervention Model to meet the needs of our students. Our projects teacher works with small groups of at-risk students providing targeted assistance. Our teachers are trained in research-based programs, such as Orton Gillingham and Leveled Literacy to support students at all levels of learning. Our counselor is trained and materials are provided for Character Counts and Loving Solutions Parent Education. We also receive funding from our PTO, Kiwanis Club, AltaOne, and Wal-Mart.. Their generous donations have helped fund our library, computer lab, and field trips, and they helped us meet the needs of classroom teachers. Many of our teachers have been recipients of a Donor's Choose grant as well.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.