

# School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

## *For We the People High School*

**Address:** 1635 Long Beach Blvd.

**Phone:** 562-533-4862

**Principal:** Anita Ravi

**Grade Span:** 9 - 12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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.

### **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.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

## About This School

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

Entity	Contact Information
District Name	LACOE
Phone Number	(562) 922-6127
Superintendent	Debra Duardo, M.S.W., Ed.D.
Email Address	Duardo_Debra@lacoedu.edu
Website	<a href="https://www.lacoedu.edu">https://www.lacoedu.edu</a>

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

Entity	Contact Information
School Name	We the People High School
Street	1635 Long Beach Blvd.
City, State, Zip	Long Beach, CA 90813
Phone Number	(562) 533-4862
Principal	Anita Ravi
Email Address	<a href="mailto:admin@wethepeopleps.org">admin@wethepeopleps.org</a>
Website	<a href="http://www.wethepeopleps.org">www.wethepeopleps.org</a>
County-District-School (CDS) Code	19-10199-0139345

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

We the People High School is a public charter school serving 380 students at capacity in grades 9 – 12 located in Long Beach, California. We the People (WTP) High School was granted a 5-year term for the initial charter petition (2019 – 2024) by the Los Angeles County Office of Education in March, 2019. The school opened in August, 2020 with our first class of 22 ninth grade students. Our educational model enables students to explore and solve local, national and global challenges that speak to students’ interests and passions. WTP is a democracy-building school, where students engage in deliberation, argument, and individual expression as core practice. Using the United Nation’s Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges.

#### Mission and Vision

The mission of We the People High School is to empower the next generation of leaders with the knowledge, practice, and tools to radically change the world for the better.

The vision of WTP is to foster an academic environment that leverages our diversity and our city to apprentice students in global citizenship. At WTP, local, national and global issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students embrace challenges, take risks, and become courageous change-makers who can shape the future of our democracy.

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March, 2019. The school opened in August, 2020 with our first class of 22 ninth grade students. Our educational model enables students to explore and solve local, national and global challenges that speak to students' interests and passions. WTP is a democracy-building school, where students engage in deliberation, argument, and individual expression as core practice. Using the United Nation's Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges.

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### **Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	22
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	0

**Student Enrollment by Student Group (School Year 2019–2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	40%
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	45%
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	5%
<b>Two or More Races</b>	10%
<b>Socioeconomically Disadvantaged</b>	90%
<b>English Learners</b>	16%
<b>Students with Disabilities</b>	16%
<b>Foster Youth</b>	0
<b>Homeless</b>	5%

**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**

<b>Teachers</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>School 2020–2021</b>	<b>District 2020–2021</b>
<b>With Full Credential</b>	NA	NA	6	DPL
<b>Without Full Credential</b>	NA	NA	1	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	NA	NA	0	DPL

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2018–2019</b>	<b>2019–2020</b>	<b>2020–2021</b>
<b>Misassignments of Teachers of English Learners</b>	NA	NA	0
<b>Total Teacher Misassignments*</b>	NA	NA	0
<b>Vacant Teacher Positions</b>	NA	NA	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 Other Instructional Materials (School Year 2020–2021)**

*Year and month in which the data were collected:* January 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>	<p><i><u>Fist, Stick, Knife, Gun.</u></i> Geoffrey Canada. SKU: 9780807044490</p> <p><i><u>Stamped: Racism, Antiracism, and You.</u></i> Ibrahim Kendhi and Jason Reynolds. SKU: 9780316453691</p> <p><i><u>Twilight: Los Angeles 1992.</u></i> Anna Deaveare Smith. SKU: 9780385473767</p> <p><i><u>The Absolutely True Diary of a Part-Time Indian.</u></i> Sherman Alexie, SKU: 9780316013697</p> <p>All adopted July, 2020</p>	Yes	0%
<b>Mathematics</b>	<p><i><u>CPM Educational Program: Core Connections Integrated Pathway, CC Integrated I.</u></i> SKU: 9781603283229</p> <p>Adopted June, 2020</p>	Yes	0%
<b>Science</b>	<p><i><u>EarthComm Student Edition – Global Climate Change.</u></i> Activate Learning. SKU: 9781682315194</p> <p>Adopted July, 2020</p>	Yes	0%

<b>History-Social Science</b>	<u><i>We the People: The Citizen &amp; The Foundations of Democracy, 4<sup>th</sup> Edition.</i></u> Center for Civic Education. SKU: 0898182182  Adopted July, 2020	Yes	0%
<b>Foreign Language</b>	<u><i>Somos Flex I: Spanish.</i></u> Comprehensible Classroom LLC. Online only  Adopted July, 2020	Yes	0%
<b>Health</b>	<u><i>Positive Prevention Plus: Sexual Health Education for America's Youth for High School and Community Settings.</i></u> Kim Robert Clark, DrPH, Christine Janet Ridley, RN, MEd		0%
<b>Visual and Performing Arts</b>	<u><i>The Wimpy Kid Movie Diary.</i></u> Jeff Kinney. SKU: 978-0810996168  Adopted July, 2020	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	DPL

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

### **School Facility Conditions and Planned Improvements**

#### **Narrative provided by the LEA**

We the People High School's facility is safe, clean, and conducive to learning. The school facility was inspected on 8/17/2020 by the Facilities and Construction unit from the Los Angeles County Office of Education, and was deemed in good to excellent condition for use by students and staff. The following categories were examined and found to be compliant: General – Paperwork, Reports, and Miscellaneous, ADA Compliance (overall), Fire/Life Safety, Interior – Good Repair/ Cleanliness, Exterior – Good Repair/ Safe. The following upgrades were made in October, 2020 based on this report:

- Fire/ Life Safety: Evacuation plans posted by each entry, fire extinguisher inspection tags added.
- ADA Compliance: Visually impaired signs added at every entry/ exit.
- Interior – Good Repair/ Cleanliness: Carpet was added to classroom 1 and staff lounge to patch missing sections, damaged drywall in classroom 1 replaced, lightbulbs replaced in restrooms and classrooms.



## School Facility Good Repair Status

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 of the most recent FIT report:* August 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Y	N	N	None needed
<b>Interior: Interior Surfaces</b>	Y	N	N	Damaged 6" section of drywall in Classroom 1 replaced
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Y	N	N	None needed
<b>Electrical: Electrical</b>	Y	N	N	None needed
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Y	N	N	None needed Drinking Fountain covered per COVID-19 safety guidelines
<b>Safety: Fire Safety, Hazardous Materials</b>	Y	N	N	Added tags to fire extinguishers
<b>Structural: Structural Damage, Roofs</b>	Y	N	N	None needed
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Y	N	N	None needed

## Overall Facility Rate

*Year and month of the most recent FIT report:* August 2020

## Overall Rating

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, 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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	DPC	N/A	DPC	N/A
<b>Mathematics (grades 3-8 and 11)</b>	N/A	N/A	DPC	N/A	DPC	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 ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	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 Science for All Students****Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	DPC	N/A	DPC	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.

**CAASPP Test Results in Science by Student Group****Grades Five, Eight, and High School (School Year 2019–2020)**

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

**Career Technical Education Programs (School Year 2019–2020)****Narrative provided by the LEA**

We the People High School offers a Film and Media Studies pathway program. In Year 1, 2020-21, we are offering Introduction to Film & Media Studies 1. In Year 2, 2021-22, we will add the second Film and Media studies course in this sequence. In Year 3, 2022-23, we will offer Broadcast Journalism. All students take the Introduction course in their 9<sup>th</sup> grade year. Additional courses in this pathway are elective courses available in 10<sup>th</sup> grade and beyond.

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils Participating in CTE</b>	N/A
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	N/A
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test 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 2020–2021)

#### Narrative provided by the LEA

We highly value parental involvement. Parents are key partners in ensuring the success and well-being of all students. All parents are invited to our monthly Parent Organizing Committee (POC) Meetings during the 2020-21 school year. Because we have been operating with full Distance Learning for the entire school year thus far, these meetings take place virtually on Zoom on the second Thursday of every month from 5:30 – 6:30 p.m. Parents are provided with an opportunity to interact with each other, hear about upcoming content, and receive updates on school re-opening and safety measures. Parents are also invited to attend the school’s open house in October, 2020, and final Exhibitions of Learning in May 2021.

### State Priority: Pupil Engagement

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

- High school dropout rates; and

- High school graduation rates

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	N/A	N/A	N/A	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	N/A	N/A	N/A	DPC	DPC	DPC	DPC	DPC	DPC

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

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

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	N/A	N/A	DPC	DPC	DPC	DPC
Expulsions	N/A	N/A	DPC	DPC	DPC	DPC

### 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– 2020	District 2019– 2020	State 2019– 2020
Suspensions	N/A	DPC	DPC
Expulsions	N/A	DPC	DPC

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.

### School Safety Plan (School Year 2020–2021)

#### Narrative provided by the LEA

We the People High School's Comprehensive School Safety Plan was adopted in May, 2020 and reviewed with staff during back-to-school professional development in August, 2020. The plan covers the following areas: Creating the Optimal Student Learning Environment, Programs and Policies that Support a Safe and Orderly School, Safety Compliance, Emergency Response Plan, and



School Emergency Response Team, Incident Command Structure and Team, Operations Team roles, Logistics Team roles, Campus Layout and Staging areas, Evacuation Maps, Emergency Response Procedures for Fire, Earthquake and Lockdown, as well as procedures for other emergencies that may occur on campus.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

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

\*\* “Other” category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

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

\*\* “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	0	0	0	0
<b>1</b>	0	0	0	0
<b>2</b>	0	0	0	0
<b>3</b>	0	0	0	0
<b>4</b>	0	0	0	0
<b>5</b>	0	0	0	0
<b>6</b>	0	0	0	0
<b>Other**</b>	0	0	0	0

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

\*\* “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Pupils to Academic Counselor*	N/A

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	N/A
Other	N/A

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

**Types of Services Funded (Fiscal Year 2019–2020)**

**Narrative provided by the LEA**

*We the People High School was not open in the 2019-2020 School Year.*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	DPC	DPC
<b>Mid-Range Teacher Salary</b>	DPC	DPC
<b>Highest Teacher Salary</b>	DPC	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

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

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses: \_\_\_\_\_ N/A \_\_\_\_\_

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	N/A
<b>English</b>	N/A
<b>Fine and Performing Arts</b>	N/A
<b>Foreign Language</b>	N/A
<b>Mathematics</b>	N/A
<b>Science</b>	N/A
<b>Social Science</b>	N/A
<b>Total AP Courses Offered*</b>	N/A

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

**Professional Development**

<b>Measure</b>	<b>2018–2019</b>	<b>2019–2020</b>	<b>2020–2021</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	N/A	N/A	N/A