Calabasas Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.
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.

2023-24 School Contact Information

School Name	Calabasas Elementary School
Street	202 Calabasas Road

City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6368
Principal	Todd Westfall
Email Address	todd_westfall@pvusd.net
School Website	https://calabasas.pvusd.net/
County-District-School (CDS) Code	44-69799-6049670

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Calabasas Elementary is a school that bases decisions on students' needs. We believe that every individual deserves dignity and respect in our school community. We believe that every individual is responsible for the success of each student. We believe in working together to ensure every student's achievement. We will motivate students, set goals and celebrate their successes. We will ensure access to the programs our students need. We will be mindful of the use of instructional minutes and use them to build life-long learners; therefore ensuring our students' success in the global community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	79
Grade 2	64
Grade 3	82
Grade 4	85
Grade 5	63
Grade 6	59
Total Enrollment	515

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%

Male	50.7%
American Indian or Alaska Native	0.2%
Hispanic or Latino	95.5%
Two or More Races	1%
White	3.3%
English Learners	65.4%
Homeless	6.6%
Migrant	14.6%
Socioeconomically Disadvantaged	95.1%
Students with Disabilities	14.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	84.13	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.97	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.94	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	1.00	3.97	59.80	6.70	18854.30	6.86
Total Teaching Positions	25.20	100.00	893.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	4.15	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	23.10	95.85	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	24.10	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	23.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	23.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	96
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology
All students have been provided a Chromebook and if necessary, a hotspot.

Textbooks
We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the school year and whether those textbooks covered the California Content Standards.

Curriculum
The textbooks we use are based on the Common Core State Standards.

You can find the Common Core State Standards for each subject at each grade level on the Web site of the California Dept of Education (CDE) or the PVUSD website, as well as useful links to common core instruction under the staff section of the Calabasas Elementary School website.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019; 6th grade My perspectives, Pearson/2017	Yes	0%
Mathematics	K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007; 6th grade Amplify/2020	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. 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. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	8/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			LIbrary: Check thermostat. Rm 10: Check thermostat.
Interior: Interior Surfaces	X			Kitchen: Multiple kitchen glue-on ceiling tiles missing. Restroom door lock needs repair. M.P.R.: New floor tile coming up. Warrantee? Filter needed for water station. Rm 15: Missing glue-on ceiling tiles. Asphalt near ramps. Rm 18: Missing glue-on ceiling tiles. Rm 9: Missing glue-on ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm 17: Wires coming out of ceiling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			M.P.R.: New floor tile coming up. Warrantee? Filter needed for water station. Rm 3: Water fountain needs filter.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: Multiple kitchen glue-on ceiling tiles missing. Restroom door lock needs repair. Rm 15: Missing glue-on ceiling tiles. Asphalt near ramps. Rm 16: Asphalt near ramps. Rm 24: Repair, replace or remove 4 wooden picnic tables. Rm 30: Broken door closer. Sliding glass door. RM 5: Broken door closer.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	11	28	26	47	46
Mathematics (grades 3-8 and 11)	11	12	17	17	33	34

2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	290	288	99.31	0.69	11.46
Female	138	138	100.00	0.00	10.87
Male	152	150	98.68	1.32	12.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	277	276	99.64	0.36	11.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	168	167	99.40	0.60	4.19
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	276	99.28	0.72	10.87
Students Receiving Migrant Education Services	44	43	97.73	2.27	4.65
Students with Disabilities	48	48	100.00	0.00	4.17

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	287	99.31	0.69	11.89
Female	138	138	100.00	0.00	10.14
Male	151	149	98.68	1.32	13.51
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	276	275	99.64	0.36	12.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	168	167	99.40	0.60	5.99
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	9.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	277	275	99.28	0.72	11.68
Students Receiving Migrant Education Services	44	43	97.73	2.27	14.29
Students with Disabilities	48	48	100.00	0.00	6.38

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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.80	3.28	16.22	16.11	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	3.28
Female	24	24	100.00	0.00	0.00
Male	38	37	97.37	2.63	5.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100.00	0.00	3.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	3.39
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85.9	96.4	96.4	96.4	96.4

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.

2023-24 Opportunities for Parental Involvement

The Calabasas community places a strong emphasis on parent involvement. Parents are encouraged to volunteer in the classroom and with school-wide projects, such as the Harvest Festival, Day of the Child Event, and our Community Garden. Grade levels offer parent training and information nights, and the after-school program provides additional parent involvement and family literacy nights. Parents assist in student activities and fundraising through the Home & School Club. Parents actively participate in school governance through the School Site Council and English Language Advisory Committee (ELAC). The contact people for parent involvement are Todd Westfall, principal, Josh Phillips, and our Home & School Club Lead, Marisela Baron (831) 728-6368.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	535	528	176	33.3
Female	260	257	82	31.9
Male	275	271	94	34.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	505	499	161	32.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	5	83.3
White	22	22	10	45.5
English Learners	349	345	103	29.9
Foster Youth	0	0	0	0.0
Homeless	55	54	18	33.3
Socioeconomically Disadvantaged	510	505	168	33.3
Students Receiving Migrant Education Services	75	75	15	20.0
Students with Disabilities	89	89	37	41.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.31	2.24	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.19	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.24	0.19
Female	0.77	0
Male	3.64	0.36
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.98	0.2
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	2.01	0.29
Foster Youth	0	0
Homeless	3.64	1.82
Socioeconomically Disadvantaged	2.35	0.2
Students Receiving Migrant Education Services	1.33	0
Students with Disabilities	2.25	0

2023-24 School Safety Plan

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, the School Site Council (SSC), and the district assistant superintendent review the plan annually. We nurture and direct students' values through student assemblies and recognition programs that celebrate academic achievement, character development, and their qualities as learners. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Our staff supervise the campus before and after school. We also conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills.

Calabasas is also committed to the emotional safety of our students, and we promote our campus as a PBIS school, with a focus on teaching skills that allow our students to be successful in the community around them. We work with our students to treat each other with respect, utilizing the Sanford Harmony curriculum, Positive Discipline, Playworks, and PBIS.

The Comprehensive School Safety Plan (CSSP) was reviewed and approved by School Site Council 2/16/22, approved by the board 2/23/22, and was submitted to the Santa Cruz County Office of Education for audit review 2/24/22.

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.

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	21	2	6	
1	21	4	4	
2	23		12	
3	24		9	
4	33		2	2
5	32		6	
6	32		4	
Other	15	6	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	21	1	4	
1	21		3	
2	21		4	
3	24		4	
4	30		2	
5	27		2	
6	32		2	
Other	17	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	6	2	0
1	19	12	0	0
2	20	4	2	0
3	20	6	2	0
4	26	0	6	0
5	31	0	4	0
6	28	0	4	0
Other	9	4	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$14,197.22	$2,251.55	$7,087.34	$62,592.84
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	37.3	-14.9
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-7.1	-36.6

Fiscal Year 2022-23 Types of Services Funded

The state provides funding that is restricted to specific purposes, and federal Title I funds are used to help disadvantaged children meet state standards. This money is spent on instructional materials and partial funding of support staff salaries. Local Control Funding Formula (LCFF) funds are spent on staff and instructional materials for English Learners and low socio-economic students. Site discretionary monies cover the cost of supplies and copying equipment. A fund-raising committee holds events each year, such as catalogue sales, Harvest Festival, Fun Run, Day of the Child, ... to raise money to support the annual trip to Outdoor School for fifth graders and rewards for student progress. The school also raises funds through sweatshirt and t-shirt sales, the Drive for Schools fundraiser, and the Holiday Sing-A-Long.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Training seminars and other professional development opportunities in literacy, math, and English language development are provided throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and mentoring from the New Teacher Project and district staff. Staff development will continue to focus on training in PBIS, Benchmark, Bridges, SIPPS, student engagement strategies, writing strategies, and the use of technology in the classroom.

The focus of the 22-23 professional development is on building early literacy skills foundational to student success.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	17	10