Arbuckle 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	Arbuckle Elementary School
Street	701 Hall St.
City, State, Zip	Arbuckle, CA 95912-0100
Phone Number	(530) 476-2522
Principal	Laura Hansen
Email Address	lhansen@pjusd.com
School Website	https://aes.pierce.k12.ca.us/home
County-District-School (CDS) Code	06616146003511

2023-24 District Contact Information

District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
Email Address	cgeyer@pjusd.com
District Website	www.pierce.k12.ca.us

2023-24 School Description and Mission Statement

Arbuckle Elementary School's mission is to nurture ALL students and provide the essential skills to help them make positive growth, both socially and academically. Our vision is that ALL students will perform at or above grade level in English Language Arts and Math. Our primary goal is to offer each student a challenging and rigorous curriculum tailored to their academic level within a safe learning environment. Success is inevitable when parents and teachers collaborate towards a common objective. Upholding the "Students First" vision guides all our actions, ensuring that every child has the best chance for success. We are committed to creating a welcoming atmosphere where all students feel academically and socially connected. Our school goals align with the district's objectives, aiming to equip every student with the skills necessary for career and college readiness.

We utilize various instructional strategies to meet the needs of all learners. Teachers monitor student progress through common formative assessments, using the data to plan interventions and enrichments.

Throughout the school year, Monday clubs offer students opportunities to develop new skills and build relationships. Each student receives a Chromebook for home use, accessing educational software and online supplementary programs. Our Expanded Learning Program, available five days a week until 6:00 pm during the school year, provides students with snacks, homework support, enrichment, and intervention activities. A summer program is also offered, running five days a week for six weeks.

In addition to academic excellence for our students, we emphasize promoting good values and character education. Every week on Fridays, we come together as a school community and celebrate students' efforts in reading and math. Students have the opportunity to walk in a parade where the other students cheer them on. We also recognize students' birthdays and for being kind. Once a month, teachers choose students to recognize for excelling or making growth academically or socially. Character development and social-emotional learning are integrated into the curriculum, with weekly activities and assemblies dedicated to recognizing and celebrating students' efforts in character development, reading, and math.

Our school community is committed to providing students with a well-rounded educational experience, ensuring another positive and enriching school year ahead!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	103
Grade 2	75
Grade 3	104
Grade 4	91
Grade 5	111
Total Enrollment	596

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.2%
Asian	0.8%
Black or African American	0.5%
Hispanic or Latino	80.9%
Two or More Races	1%
White	16.3%
English Learners	41.4%
Foster Youth	0.5%
Homeless	5.4%
Migrant	5%
Socioeconomically Disadvantaged	71.1%
Students with Disabilities	12.2%

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)	23.50	95.92	63.50	89.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.08	2.60	3.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.20	1.70	12115.80	4.41
Unknown	0.00	0.00	1.50	2.23	18854.30	6.86
Total Teaching Positions	24.50	100.00	71.00	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)	25.50	96.23	60.90	83.51	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.77	3.00	4.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.40	4.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.30	3.18	11953.10	4.28
Unknown	0.00	0.00	3.20	4.47	15831.90	5.67
Total Teaching Positions	26.50	100.00	73.00	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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.

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	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

The district selects textbooks from a state-approved list of materials in California. All adopted and approved instructional materials align with both state and district standards and benchmarks. Educational computer software and internet resources are integrated into every grade level to enhance student achievement in line with established standards. When new instructional materials are adopted, professional development sessions are provided to equip educators with effective strategies and a deeper understanding of how to utilize these materials.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian McGraw Hill- CA Wonders ELA/ELD 2016	Yes	0%
Mathematics	Houghton Mifflin/Harcourt- Go Math 2015	Yes	0%
Science	Houghton Mifflin-Science California 2007	No	0%
History-Social Science	California Studies Weekly 2019	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Arbuckle Elementary School's buildings are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. When something is not working properly it is reported and addressed immediately.

Year and month of the most recent FIT report	6/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Classrooms 1-8 & TK: TK and Rooms 5-8 need new roof

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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)	40	38	36	39	47	46
Mathematics (grades 3-8 and 11)	31	31	26	27	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	307	299	97.39	2.61	38.13
Female	152	147	96.71	3.29	39.46
Male	155	152	98.06	1.94	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	246	240	97.56	2.44	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	50	96.15	3.85	44.00
English Learners	96	91	94.79	5.21	13.19
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	220	215	97.73	2.27	36.28
Students Receiving Migrant Education Services	16	12	75.00	25.00	16.67
Students with Disabilities	36	35	97.22	2.78	14.29

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	308	302	98.05	1.95	30.79
Female	152	148	97.37	2.63	22.30
Male	156	154	98.72	1.28	38.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	246	242	98.37	1.63	30.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	35.29
English Learners	96	93	96.88	3.12	7.53
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	221	218	98.64	1.36	29.36
Students Receiving Migrant Education Services	16	14	87.50	12.50	7.14
Students with Disabilities	36	35	97.22	2.78	8.57

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)	20.75	16.51	19.24	20.72	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	110	109	99.09	0.91	16.51
Female	55	54	98.18	1.82	16.67
Male	55	55	100.00	0.00	16.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	94	93	98.94	1.06	15.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	38	38	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00	0.00	12.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

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	100%	100%	100%	99.1%	100%

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

At Arbuckle Elementary, we strongly believe in the power of collaboration between parents and the school to ensure the success of our students in and out of the classroom. We offer diverse opportunities for parental involvement, including volunteering in classrooms, participating in the Parents' Club, contributing to the School Site Council, engaging in the English Learner Advisory Committee (ELAC), attending parent conferences, the weekly Character Matter Assemblies, and EL parent workshops. These avenues enable parents to actively contribute to their child's education, shaping school policies, and fostering a sense of community within the school.

To further enhance parental engagement, the district's school counselors work with the Family Action Center to host Parent Cafes on multiple occasions throughout the year. These gatherings provide a platform for parents to come together, share experiences, and collectively brainstorm best parenting practices. It's a valuable opportunity for parents to connect with each other, building a supportive network within the school community.

Ensuring effective communication with parents is a priority at Arbuckle Elementary. We employ an auto-dialer system that reaches parents through phone, text, and email. A monthly bulletin outlines upcoming events, which are also accessible on the district and school websites and featured on our school marquee. All communication is provided in both English and Spanish, ensuring accessibility and inclusivity for all parents. We invite and encourage parents to actively participate in these opportunities, fostering a strong and collaborative partnership between home and school for the holistic development of our students. Please contact Laura Hansen at (530) 476-2522 for details on how to volunteer your time or to become involved at Arbuckle Elementary.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	618	613	121	19.7
Female	300	299	68	22.7
Male	318	314	53	16.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	494	491	95	19.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	108	106	24	22.6
English Learners	286	286	52	18.2
Foster Youth	3	3	0	0.0
Homeless	39	39	7	17.9
Socioeconomically Disadvantaged	446	442	88	19.9
Students Receiving Migrant Education Services	35	35	4	11.4
Students with Disabilities	84	84	28	33.3

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	0.33	0.16	1.62	2.56	3.85	3.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0
Female	1.33	0
Male	1.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.78	0
English Learners	1.4	0
Foster Youth	0	0
Homeless	2.56	0
Socioeconomically Disadvantaged	1.57	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.38	0

2023-24 School Safety Plan

Arbuckle Elementary strives to maintain a safe and orderly school campus that encourages positive attitude among staff and students. We also prioritize safety through a series of well-defined measures. Regular fire and earthquake drills are conducted and recorded to ensure preparedness. Staff meetings include training on safeguarding students in the event of an intruder situation. At the district level, a monthly Healthy and Safety Committee convenes, bringing together administrative, teacher, and parent representatives from each site. This committee evaluates the consistent application of the district discipline matrix and addresses any health or safety concerns that require attention. The annual update of the Safe School Plan is a collaborative effort led by the School Site Council, which reviews elements of the school climate and physical environment to ensure the plan remains current and effective.

The school counselor and vice principal work with fourth and fifth graders to train them as conflict facilitators. These facilitators play a crucial role in resolving issues among students, contributing to a positive and supportive school environment. Weekly class meetings are conducted to actively promote communication skills and foster a sense of community within the school.

School resource officers engage with 4th graders through the GREAT Program, offering opportunities for students to model and practice life skills, make informed choices, exhibit respect and empathy, and set positive goals. The D.A.R.E. program, implemented in fifth grade, equips students with decision-making skills to lead safe and healthy lives. Additionally, second graders participate in the Second Step Program weekly for the school year, which teaches social and academic success skills, contributing to improved classroom behavior. The school counselor goes into all classrooms monthly to read a book that focuses on a theme to support students' social and emotional well-being.

These comprehensive safety and character development initiatives collectively create a secure and nurturing learning environment at our school.

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	22	1	3	
1	24		4	
2	22		4	
3	26		4	
4	24		4	
5	23	1	3	

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	24		5	
1	19	3	1	
2	21	2	3	
3	23		4	
4	27		4	
5	27		4	

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	19	6	0	0
1	26	0	4	0
2	19	4	0	0
3	26	0	4	0
4	23	0	4	0
5	28	0	4	0
6	0	0	0	0
Other	0	0	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	596

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

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	$7,985.62	$1,437.57	$6,548.06	$77,624
District	N/A	N/A	$16,272.72	$73,662
Percent Difference - School Site and District	N/A	N/A	-85.2	5.2
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	-15.0	-0.5

Fiscal Year 2022-23 Types of Services Funded

At our school, we employ a diverse range of Computer Educational Programs to empower students in achieving both academic and social-emotional goals. These programs are tailored to specific subjects, such as Reading (Renaissance Reading Program, My Path), Math (Reflex, Frac, Happy Numbers, Generation Genius, MyPath), Social Emotional Learning & Alternative to Suspension (Suite 360, ISS 360), Science (Mystery Science, Generation Genius), and an all-encompassing tool for all subjects (Learn 360 K - 12 media library, Canva).

Our commitment to student support extends beyond digital tools. We have a dedicated team comprising a School Counselor available five days a week, a full-time Reading Specialist, a part-time Reading Specialist, an English Language Development (ELD) teacher, and an ELD para-educator. Additionally, para-educators are assigned to support Transitional Kindergarten - 2nd grade students, and third and fourth-grade students receive assistance during the Tier 2 reading workshop.

To further enhance student learning experiences, we offer an expansive after-school program—the Expanded Learning Program—running daily until 6:00 pm. This program provides invaluable support for students with their homework, ensuring a holistic approach to their educational journey.

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	$47,402	$47,616
Mid-Range Teacher Salary	$73,253	$75,580
Highest Teacher Salary	$100,447	$100,485
Average Principal Salary (Elementary)	$106,188	$114,067
Average Principal Salary (Middle)	$112,654	$123,622
Average Principal Salary (High)	$145,065	$125,386
Superintendent Salary	$186,287	$157,977
Percent of Budget for Teacher Salaries	27.36%	27.82%
Percent of Budget for Administrative Salaries	5.31%	5.78%

Professional Development

The school allocates a total of six full days annually for teacher training and staff development, emphasizing continuous professional growth. Every Wednesday, students are dismissed at 2:00 pm to provide teaching staff time to facilitate collaborative sessions.These sessions are dedicated to essential training initiatives, such as Renaissance and Star Assessment training for the implementation of a new reading program. Additionally, staff engage in a Universal Learning Design webinar to acquire instructional strategies that effectively support the diverse needs of all students. Emphasis is placed on the three major concepts integral to a Professional Learning Community (PLC), and staff delve into analyzing STAR assessment and NWEA data to structure Tier 2 reading workshops. The collaborative effort revolves around addressing the four key questions that guide the work of a PLC during staff meetings and within grade level teams.

Furthermore, Wednesdays serve as a dedicated time for grade level teams to collaboratively construct comprehensive learning units in both Language Arts and Math, with a focus on providing Quality First Instruction. This intentional approach ensures a cohesive and aligned curriculum delivery that enhances the overall educational experience for students. Teachers with a California Preliminary Teaching Credential actively participate in a state-accredited Tri-County Induction Program (TCIP) spanning two years. All novice teachers have the opportunity to observe seasoned educators in action, work with mentors, and receive constructive feedback during walk-throughs. This support structure is designed to foster the professional growth of educators and contribute to their effectiveness in the classroom.

The school encourages staff members to attend various workshops aimed at enhancing and extending job performance. For example, teachers have participated in professional learning covering a range of topics, including SIPPS, Behavior Skills Lab, Math Network Hour, Best Practices with Student Behaviors, PLC at Work Institute, Kinder Conferences, and the TESOL Trainers' Virtual English Learner Institute. These diverse training opportunities contribute to a well-rounded and continuously evolving professional development landscape, ensuring that educators stay updated with current pedagogical practices and remain equipped to meet the dynamic needs of their students.

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	6	6	6