

Santa Rita Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Santa Rita Elementary School
Street	700 Los Altos Ave.
City, State, Zip	Los Altos, CA 94022
Phone Number	650-559-1600
Principal	Kelly Rafferty
Email Address	krafferty@lasdschools.org
School Website	https://www.santaritaschool.org/
County-District-School (CDS) Code	43695186047492

2022-23 District Contact Information

District Name	Los Altos Elementary School District
Phone Number	650-947-1150
Superintendent	Sandra McGonagle
Email Address	smcgonagle@lasdschools.org
District Website Address	www.lasdschools.org

2022-23 School Overview

Santa Rita is an elementary school located on the north side of the district, approximately one mile from the downtown center of the City of Los Altos. The neighborhoods served by Santa Rita are located between Foothill and Central Expressways in the cities of Los Altos, Mountain View and Palo Alto. Santa Rita students feed into Egan Intermediate School for seventh and eighth grades.

Santa Rita School was chosen as one of a select group of National Blue Ribbon School of Excellence, an honor reflected every day in every classroom. The student body of the school reflects the rich diversity of our area and enriches the cultural life of the school and classrooms. Santa Rita has exemplary teaching and support staff that are dedicated, hard working and professional; active, involved parents and a strong community sense that education is a priority.

Our Mission at Santa Rita Elementary School, we foster curious, motivated learners who reach their highest potential in a supportive community that appreciates diversity.

Our Vision at Santa Rita Elementary School, we foster engaged learners who are able to:

- Strive for high academic excellence
- Celebrate their uniqueness, culture, and diversity
- Explore interests, pursue passions, and develop their voices
- Build confidence and character through a growth mindset
- Work together to solve problems, communicate effectively, and think creatively
- Appreciate and reflect on the successes of themselves and others

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	46
Grade 2	53
Grade 3	44
Grade 4	66
Grade 5	56
Grade 6	59
Total Enrollment	377

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.3
Asian	29.7
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.2
White	37.7
English Learners	30.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	18.6
Students with Disabilities	9.8



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)	12.50	71.88	171.00	88.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	12.66	15.20	7.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.60	15.35	7.00	3.63	18854.30	6.86
Total Teaching Positions	17.40	100.00	193.20	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)	17.90	88.22	167.30	88.42	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.06	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	6.48	16.30	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.53	0.90	0.49	11953.10	4.28
Unknown	0.30	1.72	2.60	1.41	15831.90	5.67
Total Teaching Positions	20.30	100.00	189.20	100.00	279044.80	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.20	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	1.30

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	0.70
Total Out-of-Field Teachers	0.00	0.70

2021-22 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)	19.60	11.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). New state-approved materials have not yet been adopted. Our current materials, FOSS, in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Units of Study in Reading and Writing - 2016	Yes	0

Mathematics	TK - 5 SF Math 2021; 6th Math in Focus, Singapore math	Yes	0
Science	Twig Science 2022	Yes	0
History-Social Science	K-5 Scott Foresman History and 6-8 History Alive - 2008	Yes	0

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

February 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	85	N/A	47
Mathematics (grades 3-8 and 11)	N/A	73	N/A	84	N/A	33

2021-22 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	238	231	97.06	2.94	73.16
Female	120	116	96.67	3.33	74.14
Male	118	115	97.46	2.54	72.17
American Indian or Alaska Native	--	--	--	--	--
Asian	67	64	95.52	4.48	89.06
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	51	49	96.08	3.92	40.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	88.00
White	90	89	98.89	1.11	76.40
English Learners	49	44	89.80	10.20	25.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	47	95.92	4.08	36.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	18.52

2021-22 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	238	236	99.16	0.84	72.88
Female	120	119	99.17	0.83	71.43
Male	118	117	99.15	0.85	74.36
American Indian or Alaska Native	--	--	--	--	--
Asian	67	66	98.51	1.49	87.88
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	39.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	92.00
White	90	90	100.00	0.00	77.78
English Learners	49	49	100.00	0.00	30.61
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	49	49	100.00	0.00	32.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	27	27	100.00	0.00	25.93

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	62.07	NT	80.26	28.5	29.47

2021-22 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	58	58	100	0	62.07
Female	30	30	100	0	56.67
Male	28	28	100	0	67.86
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100	0	77.78
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100	0	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100	0	65.22
English Learners	14	14	100	0	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100	0	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	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.

2022-23 Opportunities for Parental Involvement

There are so many opportunities for parents to get involved at Santa Rita School.

We have a series of major events that families and parents can participate and volunteer to be a part of. Here is a small list of them:

Bobcat Chase

BTS Night/Open House, Grand-Friends' Day, Witches' Delight, Book Fair - School Musical -

Read-a-thon -STEM Expo - International Week and Action, ELAC - Striders

Family Fun Nights - LASD Junior Olympics - Science Olympiad - Project Cornerstone

Here are some of the committees and areas that parents can join or volunteer to do.

PTA

ELAC

School Site Council

Room Representatives

Library Helper

Santa Rita Elementary Yard Duty, Project Cornerstone Readers and Striders Team and Bobcats on the Run

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	407	36	8.8
Female	205	197	15	7.6
Male	215	210	21	10.0
American Indian or Alaska Native	1	1	0	0.0
Asian	121	120	4	3.3
Black or African American	2	2	1	50.0
Filipino	2	1	0	0.0
Hispanic or Latino	86	85	12	14.1
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	40	40	4	10.0
White	156	147	10	6.8
English Learners	127	123	12	9.8
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	79	78	19	24.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	55	12	21.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.57	0.36	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.55	0.24	0.11	0.77	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.00	0.00
Male	0.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.83	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by the administration and parent representatives. Classrooms are equipped with emergency buckets that contain safety and first aid supplies. An Emergency Storage shed is on-site and is equipped with first aid, food, and water, and search and rescue supplies. Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October. Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus. The comprehensive safety plan includes procedures for student check-out in case of emergency. The safety plan for our school is available in the office for public viewing. Our school safety plan was annually reviewed and discussed in November, 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	18	3		
2	24		3	
3	20	2	1	
4	24		3	
5	22	1	2	
6	26		3	
Other	7	2		

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	18	2		
1	19	2		
2	20	2		
3	26		2	
4	17	2		
5	22		2	
6	25		2	
Other	9	1		

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	1	
1	22		2	
2	18	3		
3	24		2	
4	23		3	
5	28		3	
6	30		2	
Other	7	1		

2021-22 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

2021-22 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	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11893.38	4161.72	7731.66	131383.05
District	N/A	N/A	6,692	\$92,352
Percent Difference - School Site and District	N/A	N/A	14.4	34.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	15.9	43.3

2021-22 Types of Services Funded

Types of Services Funded (2021-2022)

LLI and Sondag Literacy Program for students who need assistance in reading.

Do the Math - Program for students who need assistance in mathematics.

EL Specialist - Program for students who are beginning English Learners and need access to Language Development outside of the classroom setting.

After School Homework Club- Program for students to have a place and support for after school learning.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$59,594	\$51,591
Mid-Range Teacher Salary	\$87,868	\$79,620
Highest Teacher Salary	\$109,888	\$104,866
Average Principal Salary (Elementary)	\$163,562	\$131,473
Average Principal Salary (Middle)	\$161,528	\$135,064
Average Principal Salary (High)	\$164,759	\$137,679
Superintendent Salary	\$260,864	\$205,661
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

To create focus areas of professional development for teachers and other school staff, district and site staff evaluate student achievement data to identify areas of need. We utilize a variety of methods to provide professional development to staff including: coaching and mentoring from Instructional Support Teachers, New Teacher Mentors and teacher-principal meetings. Our Curriculum and Instruction department also creates in-house after school and/or full-day workshops for staff to attend. On site, we also design after school and/or staff meeting workshops for staff.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6