

El Cerrito 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/fq/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	El Cerrito Elementary School
Street	1051 North Hillside St.
City, State, Zip	La Habra, CA 90631
Phone Number	(562) 690-2340
Principal	Deanna Putnam
Email Address	dputnam@lahabraschools.org
School Website	https://www.lahabraschools.org/elcerrito/
County-District-School (CDS) Code	30665636028948

2023-24 District Contact Information

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Mario Carlos
Email Address	district@lahabraschools.org
District Website	www.lahabraschools.org

2023-24 School Description and Mission Statement

At El Cerrito Elementary, students are engaged in structured Computer Science lessons and activities throughout core subject areas. These activities include learning programming languages and how to apply what they learn using Scratch, LEGO Education and Minecraft Education Edition. Students are empowered to become problem solvers using precise commands and directions to code a solution. These experiences contribute to student ownership of their work, and deep and meaningful learning in all content areas. Three times a year, our Epic Build Showcases feature student culminating projects that are shared with families and the greater community. In addition, our STEM lab, which includes a variety of technology tools such as 3-D printers, Spheros, and Ozobots, is a place where students interact with technology in new and different ways, allowing them to engage in collaborative projects, thereby ensuring their future success through meaningful and engaging learning activities both during the school day and in our after school programs.

As a California Pivotal Practice, Gold Ribbon, PBIS Gold Level Recognition Award, and Title I Academic Achievement Award School, meaningful learning opportunities are happening at El Cerrito! A continual focus on student learning is at the forefront of all we do. All instructional activities are designed to provide students with opportunities for future success. Teachers meet weekly in Professional Learning Community groups to collaborate and discuss student achievement, possible intervention and enrichment opportunities and how to differentiate instruction to meet the needs of all students. Colin Powell said, "If you are going to achieve excellence in big things, you develop the habit in little matters." We firmly believe when children have the opportunity to learn in a safe, positive environment that promotes and encourages respect and responsibility, all things are possible!

We look forward to a strong partnership with families as we strive to provide the best school community for students and families. Your support is a key component to the success of our students. We welcome and encourage parents to take an active role in their child's education. We strongly believe in "teamwork" because when the best and brightest come together, the possibilities are endless!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	57
Grade 2	56
Grade 3	59
Grade 4	55
Grade 5	68
Grade 6	53
Total Enrollment	428

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.4%
Male	59.6%
American Indian or Alaska Native	0.2%
Asian	1.4%
Black or African American	0.7%
Filipino	2.1%
Hispanic or Latino	82.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.3%
White	8.9%
English Learners	17.8%
Foster Youth	0.2%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	20.1%

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)	14.70	86.53	166.90	88.93	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)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.26	12115.80	4.41
Unknown	2.20	13.47	20.20	10.81	18854.30	6.86
Total Teaching Positions	17.00	100.00	187.70	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)	18.40	97.21	172.50	91.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.61	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.50	2.79	15.30	8.11	15831.90	5.67
Total Teaching Positions	18.90	100.00	189.10	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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)	0	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

On September 14, 2023, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #9-2023 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2023.

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr TK-5: McGraw Hill (Wonders), 2017 Gr 6: Amplify, 2017	Yes	0
Mathematics	Gr TK-5: The Math Learning Center Bridges & Number Corners, 2018 Gr 6: The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Gr TK-5 Imagine Learning Twig Science California, 2022 Gr 6: Prentice Hall, 2002	Yes	0
History-Social Science	Gr TK-5: McMillan/McGraw Hill, 2007 Gr 6: Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0

School Facility Conditions and Planned Improvements

Principal, Deanna Putnam and Head Custodian, Steve Aviles

Year and month of the most recent FIT report September 15, 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:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
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		

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	37	40	38	47	46
Mathematics (grades 3-8 and 11)	32	38	27	30	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	236	233	98.73	1.27	37.34
Female	82	81	98.78	1.22	40.74
Male	154	152	98.70	1.30	35.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	196	98.49	1.51	34.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	37	36	97.30	2.70	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	186	99.47	0.53	33.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	16.33

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	236	234	99.15	0.85	38.84
Female	82	81	98.78	1.22	37.97
Male	154	153	99.35	0.65	39.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	199	197	98.99	1.01	35.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	40.00
English Learners	37	37	100.00	0.00	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	186	99.47	0.53	34.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	33.33

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)	35.19	32.31	26.74	26.52	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	66	65	98.48	1.52	32.31
Female	20	20	100.00	0.00	30.00
Male	46	45	97.83	2.17	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	57	98.28	1.72	29.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	54	100.00	0.00	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

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	99	99	99	99	99

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

We provide multiple opportunities for parents to become involved in school activities and support student learning. Parents can join our School Site Council (SSC), which works closely with the administration to help make important financial decisions. Parents of English learners are vital to our ELAC. Room parents and volunteers help our teachers with special projects in the classroom and serve as chaperones on field trips.

Our dedicated PTA works diligently to support our teachers and students throughout the school year. They tirelessly help and sponsor Buck-A-Book, food tasting events, assemblies, and field trips. We ask all parents to attend Back-to-School Night in the fall, all three Epic Build Showcases, parent conferences twice a year, and other family events throughout the school year. We appreciate our parent volunteers and are always looking for more ways to help our parents become more involved in their child's education. Please contact our principal to find out how you can help.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	450	123	27.3
Female	185	183	59	32.2
Male	278	267	64	24.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	7	6	0	0.0
Black or African American	4	3	2	66.7
Filipino	9	9	4	44.4
Hispanic or Latino	384	374	102	27.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	3	21.4
White	39	38	11	28.9
English Learners	86	82	24	29.3
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	353	348	103	29.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	104	29	27.9

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	1.18	1.08	0.04	3.29	3.35	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	1.08	0
Female	0	0
Male	1.8	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	1.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.56	0
English Learners	2.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff members monitor the school grounds for 20 minutes before school as well as during supervised breaks. Teachers and support staff regularly teach, practice, and review the rules for safe, respectful, and responsible behavior in school and on the playground. All visitors are required to enter the school through the main office and sign in. They receive a badge to wear throughout their stay on campus.

We revise our School Safety Plan annually; it was last revised in the fall of 2023. The plan includes procedures for emergencies, exit routes, and supplies. This plan is shared with our staff, School Site Council/Parent Advisory Committee, and English Language Learner Committee. It is also available in the office for review. We currently house a three-day food and water supply for our students and staff in the event of an emergency. We practice fire drills and hold earthquake drills throughout the year.

In addition to our School Safety Plan, we have a Safe School Action Plan. Included in this plan are our mission statement, school narrative, and goals regarding people and programs at El Cerrito 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	8	8		
1	11	4	1	
2	14	3	1	
3	18	2	2	
4	15	3	1	
5	14	4	1	
6	12	18	6	

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	9	9		
1	8	6		
2	21	1	2	
3	15	2	2	
4	14	3	2	
5	14	2	2	
6	15	23	6	
Other	8	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	10	5	3	0
1	19	1	2	0
2	14	2	2	0
3	20	1	2	0
4	14	3	1	0
5	14	3	2	0
6	18	6	12	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	428

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	\$23,067	\$7,906	\$15,161	\$110,862
District	N/A	N/A	\$8,936	\$99,152
Percent Difference - School Site and District	N/A	N/A	51.7	15.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	78.8	26.9

Fiscal Year 2022-23 Types of Services Funded

Federal Title I funds help support staff development for teachers to improve instructional practice, pay for supplemental resources and materials to support curriculum and instruction and pay for parent-involvement activities throughout the school year. In addition, our dedicated educational assistants are also funded through Title I and work directly with students in our reading and math programs.

Supplemental and Concentration funds pay for bilingual educational assistants who provide direct services to students in need. These funds are also used to purchase materials and supplies for classrooms and pay for translators for parent conferences.

Our PTA also raises funds for field trips, assemblies, and classroom supplies throughout the year.

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	\$53,524	\$54,046
Mid-Range Teacher Salary	\$81,279	\$84,515
Highest Teacher Salary	\$119,156	\$110,867
Average Principal Salary (Elementary)	\$152,045	\$136,841
Average Principal Salary (Middle)	\$149,524	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$265,000	\$217,473
Percent of Budget for Teacher Salaries	34.56%	32.43%
Percent of Budget for Administrative Salaries	5.96%	5.62%

Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus. In 2023-2024, mathematics was our focus. Staff at all sites have received professional development and training as it relates to the newly adopted mathematics framework .

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	4	4	4