

Williams Upper 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	Williams Upper Elementary School
Street	300 Eleventh St.
City, State, Zip	Williams, Ca, 95987
Phone Number	530-473-5304
Principal	Veronica Michael
Email Address	vmichael@williamsusd.net
School Website	https://wue.williamsusd.net
County-District-School (CDS) Code	06616220118729

2023-24 District Contact Information

District Name	Williams Unified School District
Phone Number	(530) 473-2550
Superintendent	Sandra Ayón, Ed.D., Superintendent
Email Address	sayon@williamsusd.net
District Website	www.williamsusd.net

2023-24 School Description and Mission Statement

It is the mission of the Williams Upper Elementary School to ensure full access to learning. All students will practice communication, collaboration, critical thinking and creativity daily.

Williams Upper Elementary School has a positive culture and a staff with a growth mindset. Our school goals are to improve achievement in English Language Arts, Math, and English Language Development, and to increase parent involvement. Progress indicators for achievement are the 3 diagnostic assessment windows. The results are analyzed each trimester to measure growth and also to identify areas that need more support. Progress on the annual CAASPP and ELPAC are monitored annually. Progress indicators for parent involvement are attendance at meetings and school functions, and a parent survey.

Schoolwide programs at this site include: one-to-one student laptops for blended learning experiences, iReady for assessment and subsequent data analysis during teacher collaboration, and Sobrato Early Academic Language (SEAL). WUES strives to create an environment where children engage together in rigorous, joyful, content and language-rich learning. WUES staff work to help all learners through Character Counts, SEL screening/curriculum and regular, on-site professional development for teachers. We also have a schoolwide Reading Intervention/Incentive program designed to meet the need of ALL learners, from those who are struggling to those students who are above grade level.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	97
Grade 5	90
Grade 6	97
Total Enrollment	284

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5%
Male	47.5%
American Indian or Alaska Native	0.4%
Asian	1.1%
Hispanic or Latino	95.4%
White	2.8%
English Learners	74.6%
Homeless	14.4%
Migrant	15.1%
Socioeconomically Disadvantaged	94.7%
Students with Disabilities	18%

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)	11.70	100.00	47.40	77.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	2.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.70	4.48	12115.80	4.41
Unknown	0.00	0.00	7.70	12.71	18854.30	6.86
Total Teaching Positions	11.70	100.00	61.10	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)	12.40	92.58	57.10	87.76	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	7.42	3.00	4.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.30	2.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.10	3.33	11953.10	4.28
Unknown	0.00	0.00	1.40	2.24	15831.90	5.67
Total Teaching Positions	13.40	100.00	65.10	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

Benchmark Advance is the English Language Arts adoption. This series is very high interest and uses many primary sources to provide engaging instruction. The format is made up of several workbooks that can be annotated by the students as they work through the material. This format is very different from the traditional textbook format and allows for the student to fully interact with the text. Reveal math, which is used in 4th and 5th grade, is a colorful, high interest series that steps away from the traditional math text. This series uses fewer problems, but asks the students to think deeper about their solution strategies. 6th grade uses College Prep Math.

Year and month in which the data were collected	November 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	No	0.00%
Mathematics	McGraw-Hill Reveal Math (4th and 5th) 6th Grade - CPM Math - adopted 2016	No	0.00%
Science	Inspire Science (SEAL strategies used)	No	0.00%
History-Social Science	Social Studies Weekly (SEAL strategies used)	No	0.00%
Foreign Language	N/A		0.00%
Health	N/A		0.00%
Visual and Performing Arts	N/A		0.00%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The playground has been resurfaced and a digital marquee has been installed in front of the school.

Year and month of the most recent FIT report

August 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		205, 206, 211, 212 - Carpet needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Teachers Kitchen - Couple of fluorescent bulbs burnt out. 212 - 2 fluorescent bulbs burnt out 214 - Fluorescent bulb burnt out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			203 - Gutter damage
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)	28	25	24	27	47	46
Mathematics (grades 3-8 and 11)	10	12	9	11	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	279	275	98.57	1.43	25.09
Female	150	148	98.67	1.33	23.65
Male	129	127	98.45	1.55	26.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	267	263	98.50	1.50	25.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	158	157	99.37	0.63	9.55
Foster Youth	--	--	--	--	--
Homeless	39	38	97.44	2.56	18.42
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	260	98.86	1.14	24.23
Students Receiving Migrant Education Services	35	34	97.14	2.86	8.82
Students with Disabilities	51	49	96.08	3.92	8.16

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	279	274	98.21	1.79	12.41
Female	150	147	98.00	2.00	7.48
Male	129	127	98.45	1.55	18.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	267	262	98.13	1.87	12.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	158	157	99.37	0.63	3.82
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	10.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	261	99.24	0.76	12.64
Students Receiving Migrant Education Services	35	35	100.00	0.00	11.43
Students with Disabilities	51	48	94.12	5.88	10.42

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)	13.83	10.84	7.26	7.67	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	87	85	97.70	2.30	10.59
Female	50	49	98.00	2.00	2.04
Male	37	36	97.30	2.70	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	83	97.65	2.35	9.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	1.25	11.39
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	6.67

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	96.6	98.9	98.9	96.6	98.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The school does the following to increase parent involvement:

1. Sneak a Peek before the school year begins
2. Back to School Night
3. Monthly Character Counts assemblies and Trimester grades awards assemblies
4. Open House in the spring
5. Monthly newsletters, school website, parent letters, Parent Square, and digital marquee all provide ways to communicate with families.
6. Associated Student Body will work collaboratively to enhance school programs and facilities
7. Parent education events are held 3 times a year.
8. Updates and school news to be sent home on a regular basis
9. California Association for Bilingual Education (CABE) Parents are invited to attend and the district subsidizes their participation.
10. Volunteerism for fundraising
11. School Site Council (SSC)
12. Parent focus groups to help develop and support mission and vision of WUSD
13. Parent Teacher Organization
14. English Learner Advisory Committee (ELAC)

All interested parents are invited to attend these meetings. Their suggestions and/or feedback are solicited, encouraged and welcomed.

School Site Council meets quarterly to evaluate and revise the Single School Plan.

English Learner Advisory Committee meets to evaluate the English Language development programs.

PTO-Parent Teacher Organization meets, at least quarterly, during the school year to discuss fundraising for new and ongoing projects, the sale of spirit wear, seasonal festivals etc.

WUES is fortunate to have many bilingual staff members which facilitates clear communication with our Spanish speaking

2023-24 Opportunities for Parental Involvement

parents and students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	296	292	63	21.6
Female	156	155	38	24.5
Male	140	137	25	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	281	278	61	21.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	9	2	22.2
English Learners	219	216	47	21.8
Foster Youth	4	4	3	75.0
Homeless	44	41	8	19.5
Socioeconomically Disadvantaged	280	276	57	20.7
Students Receiving Migrant Education Services	49	47	9	19.1
Students with Disabilities	54	53	15	28.3

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	0.00	5.19	4.05	0.43	5.92	4.59	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.05	0
Female	1.28	0
Male	7.14	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	4.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.2	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	4.29	0
Students Receiving Migrant Education Services	6.12	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

Williams Unified School District Comprehensive School Safety Plan has been reviewed and updated by the District Task Force composed of administrators, teachers and classified staff members. The plan has been reviewed by the Williams Police Department. The plan was approved by the Upper Elementary School Site Council November 28, 2023.

The Williams Unified School District Comprehensive School Safety Plan (CSSP) provides a guide to school safety related data and to the procedures administrators and staff must follow in the event of an emergency. The school site's Comprehensive Safe School Plan also includes the Crisis Response Plan (CSP), which documents the steps all employees must know in order to respond quickly and efficiently in the event of a crisis on campus.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated, and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education by March 1st. The contents of the CSSP should include, at a minimum,

2023-24 School Safety Plan

information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

District Staff uses the Catapult Emergency Management System as a safety communication tool. Staff is able to report an incident, account for students, monitor ongoing communication, ask questions and share pictures through messaging.

Anonymous Reporting links were added to all school and district websites to report the following:

- Bullying: Acts of bullying include verbal, non-verbal, physical or emotional acts against another student either in person or online.
- Tips: Tips can include safety concerns, witnessed acts, or other incidents that would otherwise indicate harm to those in or around the school.

District staff and students participate in quarterly fire drills, twice yearly earthquake drills, one shelter in place drills and one lockdown drills.

Drill dates for school year 23-24:

Fire Drills: September 2023, December 2023, March 2024 & April 2024

Earthquake Drills: October 2023, January 2024

Shelter in Place Drill: November 2023

Lockdown Drill: February 2024

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
4	29		3	
5	30		3	
6	27		4	
Other	32		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
4	18	1	4	
5	20	1	4	
6	21	1	4	
Other	0			

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	24	0	4	0
5	23	0	4	0
6	24	0	4	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	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

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	\$7,821.36	\$1,239.37	\$6,581.99	\$69,551.47
District	N/A	N/A	\$12,295.62	\$74,414
Percent Difference - School Site and District	N/A	N/A	-60.5	-3.7
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-0.2	-4.8

Fiscal Year 2022-23 Types of Services Funded

Second Step
 ASES
 Music
 After school intervention
 Physical Education teacher for elementary grades

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	\$48,922	\$47,616
Mid-Range Teacher Salary	\$70,168	\$75,580
Highest Teacher Salary	\$105,220	\$100,485
Average Principal Salary (Elementary)	\$118,549	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$120,481	\$125,386
Superintendent Salary	\$174,800	\$157,977
Percent of Budget for Teacher Salaries	31.58%	27.82%
Percent of Budget for Administrative Salaries	6.11%	5.78%

Professional Development

SY 19-20 4 full days, 30 partial days

SY 20-21 4 full days, 30 partial days

SY 21-22 4 full days, 30 partial days

The 21-22 school year professional develop initiatives include: The Write Tools and Sobrato Early Academic Language (SEAL). These are a continuation of the previous year's professional development. PBIS professional development will be forthcoming in the new year.

SY 22-23 4 full days, 31 partial days

The 22-23 school year professional develop initiatives include: The Write Tools, SEAL, iREADY, and Satchel Pulse.

SY 23-24 Full Days 3, Partial Days 32

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	34	35	35