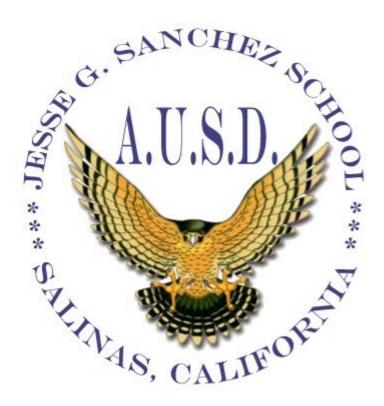# Jesse G. Sánchez Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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	Jesse G. Sánchez Elementary School
Street	901 N. Sanborn Rd.
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5760
Principal	Genaro Anaya
Email Address	genaro.anaya@alisal.org
School Website	https://www.alisal.org/Domain/15
County-District-School (CDS) Code	27659616026009

2022-23 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2022-23 School Overview

We at Sánchez believe in a world-class education by building relationships, having a growth mindset, and promoting equity. Every student will experience success in the classroom, the community, and in life. Students are recognized for their individual and collective achievements, and staff works collaboratively to provide rigorous academic experiences.

Jesse G. Sanchez School staff sees children for the special gifts they bring to school, their language, their culture, their experiences and their enthusiasm. The staff builds on these strengths to provide all children with a positive learning environment in order to build perseverance in students so they may overcome the negative environmental factors that may thwart success at school and in life.

Additionally, we implement a collaborative decision-making process, as well as use a data analysis process to ensure students receive targeted grade-level instruction, along with additional support if needed.

Jesse G. Sanchez Elementary School serves approximately 680 students from preschool through sixth grade. Our student population includes 99% Hispanic students and 73% English Learners.

Jesse G. Sanchez Elementary currently has an After School Program that serves over 100 students on a daily basis. During our After School Program, students are able to participate in:

2022-23 School Overview

- Music Education in partnership with the Alisal Community Arts Network (ACAN)
- Small group support with home and classwork assignments

Jesse G. Sanchez Elementary continues to offer programs to our students on Saturdays via a partnership with Hartnell Community College which are the NASA SEMA Program, and Coder Dojo Academy. Nonetheless, Jesse G. Sánchez believes in providing students with research based instructional strategies that support their reading, critical thinking, discourse, reasoning & problem solving, and writing skills. Our staff is undergoing Write Up a STORM year 4 professional development to support students in the areas previously mentioned.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	98
Grade 2	94
Grade 3	105
Grade 4	125
Grade 5	98
Grade 6	125
Total Enrollment	771

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	99.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.3
English Learners	73.8
Foster Youth	0.0
Homeless	23.1
Migrant	10.4
Socioeconomically Disadvantaged	99.1
Students with Disabilities	7.3

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)	29.00	93.55	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.23	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.23	22.00	6.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.00	1.43	12115.80	4.41
Unknown	0.00	0.00	10.00	2.86	18854.30	6.86
Total Teaching Positions	31.00	100.00	349.50	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)	31.00	93.94	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	18.00	5.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.00	1.47	11953.10	4.28
Unknown	2.00	6.06	13.00	3.81	15831.90	5.67
Total Teaching Positions	33.00	100.00	341.00	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	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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

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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.40	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

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards.

In K-6, teachers use Eureka Math.

Year and month in which the data were collected	2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0
Science Laboratory Equipment (grades 9-12)	Not applicable	No	0

School Facility Conditions and Planned Improvements

Monthly safety inspection is done by the lead custodian to make sure our school is safe for all students, staff and parents. During this time of COVID-19 pandemic our custodial staff sanitized common areas every hour, and sanitized all offices and classrooms where staff are working from.   All fire extinguishers are also checked on a regular basis to make sure they are charged and access is unobstructed.

Year and month of the most recent FIT report	August, 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	X		

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

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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	23	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	16	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	443	437	98.65	1.35	23.11
Female	220	219	99.55	0.45	26.03
Male	223	218	97.76	2.24	20.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	440	434	98.64	1.36	23.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	271	267	98.52	1.48	9.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	84	84	100.00	0.00	15.48
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	436	431	98.85	1.15	22.97
Students Receiving Migrant Education Services	27	27	100.00	0.00	3.70
Students with Disabilities	37	36	97.30	2.70	2.78

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	443	435	98.19	1.81	11.49
Female	220	216	98.18	1.82	7.87
Male	223	219	98.21	1.79	15.07
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	440	432	98.18	1.82	11.57
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	271	266	98.15	1.85	8.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	84	84	100.00	0.00	9.52
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	436	430	98.62	1.38	11.63
Students Receiving Migrant Education Services	27	27	100.00	0.00	7.41
Students with Disabilities	37	36	97.30	2.70	5.56

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	5.32	NT	11.7	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	96	94	97.92	2.08	5.32
Female	50	50	100	0	6
Male	46	44	95.65	4.35	4.55
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	95	93	97.89	2.11	5.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	55	53	96.36	3.64	0
Foster Youth	0	0	0	0	0
Homeless	19	19	100	0	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	94	97.92	2.08	5.32
Students Receiving Migrant Education Services	--	--	--	--	--
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	96	96	96	96	96

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

During the 2022-2023 school year parents will continue to have some opportunities to participate in their children's education. These opportunities included:
- Monthly School Site Council and English Language Advisory Committee Meetings
- Parenting Partners workshops
- Parent Teacher Club
- Monthly Coffee Klatch Meetings
- Computer classes and English Classes offered by the MLK Family Resource Center
- Our classroom teachers offer evening parent workshops on at-home teaching strategies

Also all parents are always invited to participate in the following:
- Back-to-School Night in the fall and Open House in the spring
- Student of the Month awards assemblies
- Accelerated Reader Trimester Awards Assemblies
- Perfect Attendance Assemblies
- School Spirit Days
- Monthly Coffee Klatch Meetings & School Site Council Meetings

Parents are encouraged to participate in their child's education by having an open communication with the classroom teacher. For parent involvement opportunities please contact school principal, Genaro Anaya at: (831) 753-5760.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	802	226	28.2
Female	414	406	113	27.8
Male	409	396	113	28.5
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	814	793	224	28.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	1	1	1	100.0
English Learners	607	591	180	30.5
Foster Youth	0	0	0	0.0
Homeless	178	178	45	25.3
Socioeconomically Disadvantaged	803	785	216	27.5
Students Receiving Migrant Education Services	87	85	30	35.3
Students with Disabilities	76	73	29	39.7

C. Engagement	State Priority: School Climate

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	1.44	0.59	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	0.00	0.97	0.01	1.09	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	0.97	0.00
Female	1.45	0.00
Male	0.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.98	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	0.66	0.00
Foster Youth	0.00	0.00
Homeless	2.25	0.00
Socioeconomically Disadvantaged	1.00	0.00
Students Receiving Migrant Education Services	2.30	0.00
Students with Disabilities	1.32	0.00

2022-23 School Safety Plan

The school Safety plan this year focused on providing a safe place for all employees working at the site, and students attending school. Due to the pandemic parents were not allowed to enter our campus, only during student dismissal to pick up their children. Our school is providing in person instruction to all students; however parents are only allowed to drop off their child, and or visit the school office for questions or concerns, or visit their child's classroom by appointment only.

Our school ensures that we follow the following COVID-19 safety measures:
1. All students and staff are recommended to wear face mask
2. All classrooms are equipped with hand sanitizer, disinfecting wipes, and air purifiers
3. Common Areas are disinfected frequently
4. Students expressing that they have illness symptoms are sent to the office
5. On site-covid-19 testing for staff and students

Also, teachers, child supervisors, and administrators help monitor the school grounds during recess, before school, and after school. Visitors are recommended to wear a face mask when coming into our office, due to COVID-19, parents may stay on campus only if attending parent teacher conference, or IEP meetings, or by appointment. No visitor's passes are granted as of now. Coffee Klatch meetings are held in person, following all safety measures.

The school safety plan focuses on procedures for fire drills and evacuation routes. It also includes steps for earthquake preparedness and lockdown procedures. Students practice fire drills on a monthly basis and earthquake drills twice during the year. Staff and students have been instructed on the steps to take in the event of an armed intruder on campus or nearby, and about appropriate lockdown procedures. This revision was presented to parents during a School Site Council meeting in the Winter of 2023.

School gates are locked at all times. All students enter through the Multipurpose Room, which is locked 2 minutes after children have been dropped off at the start of the school day, and access to the school is limited to the main entrance. This helps prevent unauthorized visitors from entering the campus during the school day. The gates are opened again 5 minutes before the end of the school day while students are being picked up. Parents are allowed to enter our campus during student dismissal to pick up their children.

Staff completed the first two modules of the Active Shooter/Killer training, and module 3 of the training will continue during the school year.

We review these procedures with staff and parents at the beginning of the school year at staff meetings, parent meetings, and in parent memos. We review them again throughout the school year as needed. School staff continues to received training on Positive Behavior and Intervention Support, PBIS, a school wide discipline plan designed to reward positive student behavior.

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	10	12		
1	28		4	
2	24		5	
3	27		4	
4	25		5	
5	27		4	
6	26		4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	24		4	
2	27		4	
3	24		5	
4	24		4	
5	25		5	
6	27		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	24		4	
2	23		4	
3	26		4	
4	24		5	
5	24		4	
6	25		5	
Other	9	2		

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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

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	$4,129	$522	$3,607	$61,677
District	N/A	N/A	$5,459	$78,497
Percent Difference - School Site and District	N/A	N/A	-40.9	-24.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-58.6	-34.4

2021-22 Types of Services Funded

During the 2022-23 school year, the school funded the following priorities with monies allocated to the site:

- 4 Intervention Teachers
- Academic support before and after school for low performing students
- 1 AmeriCorps Literacy Tutors
- Classroom Library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- Student Incentives for attendance and good behavior
- Technology to support student 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	$46,838	$52,641
Mid-Range Teacher Salary	$76,157	$83,981
Highest Teacher Salary	$106,127	$107,522
Average Principal Salary (Elementary)	$131,232	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$220,000	$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The major areas of professional development for teachers included the following:

2019-2020 School Year
- Writing - Using Wilda Storm Writing Strategies (Digital to support Remote Learning) Year 1
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Math
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness
- Remote Instruction (Google Classroom and Seesaw)

Professional Development

2020-2021 School Year
- Writing - Using Wilda Storm Writing Strategies (Digital to support Remote Learning) Year 2
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Math
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness
- Remote Instruction (Google Classroom and Seesaw)
- Using Nearpod and Jamboard to support Remote Instruction

2021-2022 School Year
- Writing - Using Wilda Storm Writing Strategies (Year 3)
- Standards-based planning for instruction, learning and assessment
- English Language Development & ELPAC strategies
- Eureka Math curriculum
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness

2022-2023 School Year
- Writing - Using Wilda Storm Writing Strategies (Year 4)
- Standards-based planning for instruction, learning and assessment
- English Language Development & ELPAC strategies
- Eureka Math curriculum
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness
- Collaborative Conversations
- Twigs Science

Professional development was delivered through grade level sessions during Grade Level Release Time for classroom teachers, professional development days were planned throughout the year, teachers had site professional development as-well as district wide professional development. The district continues to offer training after school from all the different subject areas to all staff. Teachers are supported by the site's Instructional Coach and ELD Coach.

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	8	8	8