

# Creekside 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

<b>School Name</b>	Creekside Elementary School
<b>Street</b>	1770 Kittery
<b>City, State, Zip</b>	Salinas CA, 93906
<b>Phone Number</b>	(831) 753-5252
<b>Principal</b>	William Franzell
<b>Email Address</b>	william.franzell@alisal.org
<b>School Website</b>	www.alisal.org
<b>County-District-School (CDS) Code</b>	27 65961 6115232

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

We believe all children deserve a safe, positive learning environment where they are challenged, supported, and valued for their individuality, language, and culture, so they become lifelong learners and positive contributors to our future.

Creekside staff is dedicated to a positive teaching & learning experience that promotes academic achievement, lifelong learning, and leadership skills to ensure our children become successful and productive community members. Through support, care, curiosity, and imagination, we provide a strong foundation for developing critical thinking, creativity, collaboration, communication, character, problem-solving, social-emotional skills, and empathy, with an emphasis on continuous growth.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	76
Grade 2	85
Grade 3	80
Grade 4	67
Grade 5	77
Grade 6	81
<b>Total Enrollment</b>	<b>548</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	1.5%
Black or African American	1.3%
Filipino	3.3%
Hispanic or Latino	89.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.5%
White	2.4%
English Learners	36.7%
Foster Youth	0.4%
Homeless	9.3%
Migrant	2%
Socioeconomically Disadvantaged	72.4%
Students with Disabilities	14.6%

### 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)	22.00	81.48	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.41	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.70	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	2.00	7.41	10.00	2.86	18854.30	6.86

<b>Total Teaching Positions</b>	27.00	100.00	349.50	100.00	274759.10	100.00
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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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.00	84.62	294.00	86.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.85	11.00	3.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.69	18.00	5.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.85	5.00	1.47	11953.10	4.28
<b>Unknown</b>	0.00	0.00	13.00	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	26.00	100.00	341.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	1.00
<b>Misassignments</b>	1.00	1.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	2.00

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	6.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	6.8

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

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

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

In K-6, teachers use Eureka Math.

Year and month in which the data were collected

2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders/Maravillas- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
<b>Mathematics</b>	Eureka Math, Adopted 2018	Yes	0
<b>Science</b>	Delta Foss- (Kinder-5th grades), Adopted 2007 McGraw-Hill- (6th grade), Adopted 2006 Twig Science, Adopted 2022	Yes	0
<b>History-Social Science</b>	McGraw-Hill, Vistas - Adopted 2006 McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0
<b>Foreign Language</b>	Not applicable	No	0
<b>Health</b>	Not applicable	No	0

<b>Visual and Performing Arts</b>	Not applicable	No	0
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### School Facility Conditions and Planned Improvements

Creekside School opened in September 1998 and is a modern educational facility. The school site is located adjacent to a city park. There are 33 modern classrooms, a large multipurpose room and cafeteria, an office building incorporating a staff lounge, nurse's office, and handicapped-accessible bathroom facilities. The library is in a separate building. We have one day custodian and two night custodians who keep our facilities clean and well maintained. The campus also became completely secured by locking gates (closed campus).

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	36	27	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	20	16	19	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
<b>All Students</b>	307	304	99.02	0.98	35.86
<b>Female</b>	153	151	98.69	1.31	33.77
<b>Male</b>	154	153	99.35	0.65	37.91
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	272	270	99.26	0.74	33.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	88	88	100.00	0.00	11.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	226	224	99.12	0.88	28.13
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	29	28	96.55	3.45	28.57

## 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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	304	99.35	0.65	20.07
Female	153	152	99.35	0.65	13.82
Male	153	152	99.35	0.65	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	271	269	99.26	0.74	17.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	88	88	100.00	0.00	10.23
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	223	99.11	0.89	13.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	20.69

## 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)	21.05	28.40	11.70	14.19	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
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<b>All Students</b>	82	81	98.78	1.22	28.40
<b>Female</b>	34	33	97.06	2.94	24.24
<b>Male</b>	48	48	100.00	0.00	31.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	72	98.63	1.37	25.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	20	20	100.00	0.00	15.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	57	98.28	1.72	21.05
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

We invite you to become involved with our school community. There are many ways for our parents/families to be empowered at Creekside Elementary. Our parents/guardians can become part of our School Site Council, the school's District English Learner Advisory Committee (DELAC/ELAC), and/or the Parent Teacher Organization (PTO). Our school also hosts monthly Cafecitos "Koffle Klatch" meetings where parents can learn about topics that support academic and socioemotional learning. Parental involvement is vital and an essential process for our school to thrive! For more information about how to get involved at our school, please contact Mr. William Franzell, School Principal, at (831) 753-5252 or [william.franzell@alisal.org](mailto:william.franzell@alisal.org)

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	564	174	30.9
Female	284	273	82	30.0
Male	301	291	92	31.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	11	9	1	11.1
Black or African American	8	8	1	12.5
Filipino	19	19	6	31.6
Hispanic or Latino	519	500	160	32.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	10	10	2	20.0
White	14	14	3	21.4
English Learners	235	227	67	29.5
Foster Youth	2	2	0	0.0
Homeless	51	51	13	25.5
Socioeconomically Disadvantaged	425	414	131	31.6
Students Receiving Migrant Education Services	11	11	3	27.3
Students with Disabilities	97	96	32	33.3

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	2.62	3.93	0.01	1.09	1.85	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	3.93	0
<b>Female</b>	2.46	0
<b>Male</b>	5.32	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	5.26	0
<b>Hispanic or Latino</b>	3.66	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	14.29	0
<b>English Learners</b>	3.83	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	4.47	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	5.15	0

## 2023-24 School Safety Plan

The safety of students and staff is a top priority at Creekside. The head custodian and administration monitor and inspect the buildings and grounds each morning to note potential physical dangers. Supervisors, custodians, and administrators consistently monitor the school site for adults entering the campus. All visitors are directed to check in and out at the front office and wear a visitor badge while on campus. We hold bi-weekly safety meetings with the yard supervisor staff to review safety procedures.

The School Safety Plan was reviewed and passed at a school site council meeting on December 14th, 2023. The most current revision was completed in Winter 2022. We conduct monthly fire, earthquake, hostile intruder, or evacuation safety drills.

## 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	20	3	2	
1	18	2	2	
2	26	1	2	
3	28		3	
4	22	1	3	
5	24	1	3	
6	27		3	
Other	16	1	1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	8		
1	20	2	2	
2	19	3	2	
3	23	1	2	
4	27		3	
5	25		3	
6	30		3	

### 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	12	7	0	0
1	16	3	0	0
2	21	1	2	0
3	18	3	1	0
4	22	1	2	0
5	26	0	3	0
6	27	0	3	0
Other	14	4	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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.23
Nurse	.07
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

## 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	\$4,391	\$468	\$3,923	\$66,350
District	N/A	N/A	\$5,459	\$81,987
Percent Difference - School Site and District	N/A	N/A	-32.7	-16.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-50.8	-27.2

## Fiscal Year 2022-23 Types of Services Funded

The following priorities were included in the SPSA with support from funding allocated to the site: an intervention teacher focusing on literacy with students who are close to mastery of essential standards. We also implemented PBIS (positive behavior intervention system) as a Tier 1 School. The Read-to-Me program complemented our literacy efforts by helping us foster reading habits, fluency, and comprehension among our primary-grade students. Library books were purchased in order to provide students access to non-fiction books. Our school will also implement Peer Mediators through the Restorative Justice Partners in the Schools program. Regarding our Professional Learning Communities, our school purchased assessment software (GoFormative, iKnowit) to facilitate the process of data collection in order to plan our Response to Intervention school-wide process.

## 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	\$49,180	\$54,215
Mid-Range Teacher Salary	\$79,965	\$86,843
Highest Teacher Salary	\$111,433	\$111,440
Average Principal Salary (Elementary)	\$135,462	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$220,000	\$252,466
Percent of Budget for Teacher Salaries	31.66%	33.16%
Percent of Budget for Administrative Salaries	5.86%	5.15%

## Professional Development

The major areas of professional development for teachers in 2023-2024 included the following:

- Standards-based planning for instruction, learning, and assessment
- ELD
- Coaching Cycles (for Academic Coaches)

## Professional Development

- Common Core Language Arts and Math training.
- PLC at Works process
- Response to Intervention
- Chronic Absenteeism
- Character Strong
- Mindful Life Project
- Shared Vision and Mission
- Restorative Justice Practices
- Science as a Lever for Language and Literacy

Professional development was delivered through grade-level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach and by the Assistant Principal and Principal.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8