

Frank Paul Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Frank Paul Elementary School
Street	1300 Rider Ave.
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5740
Principal	Miguel Porras
Email Address	miguel.porras@alisal.org
School Website	www.alisal.org
County-District-School (CDS) Code	27 65961 6101802

2023-24 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	www.alisal.org

2023-24 School Description and Mission Statement

Frank Paul Elementary School, home of the "Riders" is located at 1300 Rider Avenue in the city of Salinas. Our school serves more than 596 students in grades transitional kindergarten through sixth grade. The One Way Developmental Bilingual program exists at grades kinder through sixth. We have two special education day classes, which support children in grades K-1. Our vision is to continue reclassifying students, using our BeGlad Strategies along with collaborative conversations by using academic vocabulary, and to provide our students with engaging instruction, enriching learning opportunities and the willingness to push them as far as we can academically. Our teachers believe in the importance of strong instructional practices along with the implementation of research-based instructional strategies.

The instructional program is comprehensive in all curricular areas based on common core state standards and district guidelines. Teachers meet on a regular basis to negotiate program content, pacing, and student progress. Our instructional program is supported by Accelerated Reader, guided reading interventions (Tier I, II and III), and Accelerated Math. In addition, children in grades kindergarten through sixth grade participate in the 1:1 technology program. Instructional practices include multiple opportunities for technology-based learning projects. The goal is to provide children with the opportunity to learn using the latest educational applications, which support the curriculum.

This is the ninth complete year of our after school program. The program offers our students academic and enrichment activities, including structured tutoring and homework assistance, reading/language arts, English language development, and math. The enrichment activities include music, drum-line, guitar lessons, folklórico, chess and gardening. The Reading program includes Lexia, Reads Naturally, and Reading A-Z, depending on the child's needs. Math programs include Triumphs, and Rewards. The school offers extracurricular activities such as soccer, basketball, volleyball, and flag football.

Frank Paul Elementary school has a strong partnership of staff, students, parent, and community through monthly meetings. The encouragement and participation in school activities supports the idea that every child can learn and every child will.

Our mission Statement: Frank Paul Elementary School

We believe. . .

2023-24 School Description and Mission Statement

All students and families deserve an equitable, nurturing learning environment, so that learning is an enjoyable practice, permanent to their lives, developing into lifelong learners and leaders of tomorrow.

All students can learn about civic duty, to become active members of society, and their community.

All students have access to differentiated instruction to ensure success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	76
Grade 2	77
Grade 3	94
Grade 4	83
Grade 5	103
Grade 6	97
Total Enrollment	623

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.3%
Filipino	0.8%
Hispanic or Latino	95.7%
Two or More Races	0.3%
White	0.6%
English Learners	70.3%
Homeless	9.8%
Migrant	12.5%
Socioeconomically Disadvantaged	90%
Students with Disabilities	10.4%

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)	25.00	89.29	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.14	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	1.00	3.57	10.00	2.86	18854.30	6.86
Total Teaching Positions	28.00	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)	26.00	89.66	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.45	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.90	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	0.00	0.00	13.00	3.81	15831.90	5.67
Total Teaching Positions	29.00	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
Permits and Waivers	2.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	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
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	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	3.4

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
Reading/Language Arts	McMillan / McGraw-Hill, Wonders/Maravillas- 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 Twig Science, Adopted 2022	Yes	0
History-Social Science	McGraw-Hill, Vistas - Adopted 2006 McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0

School Facility Conditions and Planned Improvements

Frank Paul School provides a safe and clean environment for learning. Our custodial staff consists of a lead day custodian and two evening custodians. Each classroom, restroom, and office is cleaned daily. District personnel maintain landscaping and provide other operational services. If the need arises, a work order is placed and repairs are made.

Frank Paul is a 30-year-old modular school, with an additional 10 rooms added two years ago. The school consists of 33 regular classrooms and four preschool classrooms, one of which is an outside facility, which rents out the space. Our school has only three permanent buildings: our multipurpose room and two classrooms. Our multipurpose room serves as our cafeteria and events center. In case of inclement weather we use our satellite cafeteria to help manage the number of children out a the same time.

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	24	27	27	47	46
Mathematics (grades 3-8 and 11)	13	16	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
All Students	378	378	100.00	0.00	23.54
Female	192	192	100.00	0.00	22.40
Male	186	186	100.00	0.00	24.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	355	355	100.00	0.00	22.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	--	--	--	--	--
English Learners	239	239	100.00	0.00	11.30
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	343	100.00	0.00	23.32
Students Receiving Migrant Education Services	40	40	100.00	0.00	27.50

Students with Disabilities	48	48	100.00	0.00	4.17
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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	378	378	100.00	0.00	16.14
Female	192	192	100.00	0.00	11.98
Male	186	186	100.00	0.00	20.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	355	355	100.00	0.00	15.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	33.33
White	--	--	--	--	--
English Learners	239	239	100.00	0.00	10.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	343	100.00	0.00	16.62
Students Receiving Migrant Education Services	40	40	100.00	0.00	17.50
Students with Disabilities	48	48	100.00	0.00	4.17

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)	6.06	11.88	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
All Students	101	101	100.00	0.00	11.88
Female	56	56	100.00	0.00	10.71
Male	45	45	100.00	0.00	13.33
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	97	97	100.00	0.00	12.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	47	100.00	0.00	2.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	91	100.00	0.00	12.09
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.

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	99	99	100	99

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Frank Paul encourages our parents to participate in several organizations and activities. We continued having parents participate through technological services such as: Google Meets, Seesaw, Black Board Connect and Google Classroom. There are a variety of opportunities for parent involvement depending on their interests. Throughout the 2022-23 school year, three stakeholders meetings were calendared to make sure parent ideas were heard by the Alisal Union School District. Along with these stakeholders meetings, virtual School Site Council, and the assistance of administration, financial decisions were carefully calculated for all students. Meetings bring community organizations on campus to talk about services and provide them as needed. The English Language Advisory Committee (ELAC), which works alongside our School Site Council, discusses issues pertinent to English Learners and makes decisions accordingly. District English Learner Advisory Committee (DELAC) members represent our English Learner issues at the district level and update our members at our site. After school enrichment program tutorials provide ideas and activities that parents can use to help their children at home. For parent involvement opportunities at Frank Paul Elementary School, please contact the principal, Mr. Miguel Porras at (831) 753-5740. EXT.3765

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	657	637	153	24.0
Female	318	309	75	24.3
Male	339	328	78	23.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	5	5	3	60.0

Hispanic or Latino	627	607	146	24.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	4	4	0	0.0
English Learners	463	458	104	22.7
Foster Youth	0	0	0	0.0
Homeless	61	61	8	13.1
Socioeconomically Disadvantaged	591	579	132	22.8
Students Receiving Migrant Education Services	79	78	14	17.9
Students with Disabilities	84	81	27	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
Suspensions	0.00	0.86	1.07	0.01	1.09	1.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07	0
Female	0.63	0
Male	1.47	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	0.96	0
Native Hawaiian or Pacific Islander	0	0

Two or More Races	0	0
White	0	0
English Learners	1.3	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.18	0
Students Receiving Migrant Education Services	2.53	0
Students with Disabilities	2.38	0

2023-24 School Safety Plan

Maintaining a safe and orderly campus is our main concern. Staff members monitor the school grounds before and after school, at recess, and at lunch time. Teachers regularly review the rules for safe and responsible behavior and are active in making changes, which keep our students and staff prepared and safe. Visitors must enter the school through the main office, sign in, and receive a visitor's badge. This helps us account for all in the event of an emergency.

Our School Safety Plan is revised annually as was the case this year. The plan includes procedures for emergencies, exit routes, roles and responsibilities for staff members, and inventories of emergency supplies. We share the plan with all staff members at staff meetings. In addition, the school site council helps with revisions and approval. Students and staff practice fire and earthquake drills four times a year and lock-down procedures twice a year. In addition, we hold annual emergency preparedness training for staff, as needed. ALICE (Alert Lockdown Inform Counter Evacuate) trainings have trained administrators, students, and parents. These trainings are ongoing and make sure that our school remains a safe haven for all students who enter our doors. Safety for all, continues to be one of our primary concerns!

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	19	3	2	
1	25		4	
2	23	1	3	
3	25	1	3	
4	27		4	
5	30		3	
6	25	1	3	

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		4	
1	20	2	2	
2	24		4	
3	22	2	2	
4	26		4	
5	25		4	
6	30		3	
Other	9	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	25	0	3	0
2	26	0	3	0
3	24	0	4	0
4	21	2	2	0
5	26	1	3	0
6	23	0	4	0
Other	8	1	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	\$4,250	\$700	\$3,550	\$59,350
District	N/A	N/A	\$5,459	\$81,987
Percent Difference - School Site and District	N/A	N/A	-42.4	-27.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-60.0	-38.1

Fiscal Year 2022-23 Types of Services Funded

Services throughout the district include:

- Class size reduction
- Tier II Tutoring
- Supplemental instructional materials and books
- Programs for English language learners new to the country
- Summer school
- After school tutoring
- Field trips

Enrichment program

- 1:1 Initiative in technology, after school program, and Saturday programs

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

- 4 Intervention Teacher
- Classroom library resources
- Classroom instructional materials
- Materials and supplies

Fiscal Year 2022-23 Types of Services Funded

- Training activities for parents
- Software to support reading motivation in English and Spanish (AR)
- Equipment (copiers, sports, etc.)
- Parent Education Nights
- Counseling
- Professional Development for teachers
-

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 2021-2022 included the following:

- Standards-based planning for instruction, learning and assessment
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- One Way Bilingual Program
- EngageNY/ Eureka Math
- Wonders Language Arts
- CCSS instruction
- Teaching to the Math standards (primary grade teachers)
- ELD instruction and lesson planning
- ELD: Integrated and Designated instruction
- Grade Level Team Planning
- Data analysis
- Purposeful teaching
- Strategic teaching
- Guided Reading
- ELPAC professional development
- (Whole Child) professional development on the social and emotional division

BeGlad Training

Professional Development

Professional development was delivered through staff meetings, GLT/ILT sessions, and professional development days. These areas of focus were selected according to the needs of students in ELA (English Language Arts), Math, and ELD (English Language Development). Teacher, parent, and administrative information along with suggestions were gathered after reviewing assessment data for all grade levels. Implementation of all professional development focused areas were developed with the assistance of administration, district directors, teachers and the instructional coach, After professional development was delivered, administration and the instructional coach made sure to support teachers in the areas of need.

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	8	8	8