

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Knights Ferry Elementary School
Street	12726 Dent Street
City, State, Zip	Knights Ferry CA, 95361
Phone Number	(209) 881-3382
Principal	Dr. Janet Lindgren
Email Address	jlindgren@kfesd.org
School Website	www.knightsferryesd.org
County-District-School (CDS) Code	50-71142-6052609

2023-24 District Contact Information

District Name	Knights Ferry Elementary School
Phone Number	(209) 881-3382
Superintendent	Dr. Janet Lindgren
Email Address	jindgren@kfesd.org
District Website	www.knightsferryesd.org

2023-24 School Description and Mission Statement

Vision Statement:

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:

Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning;
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self- directed, productive citizens;
- Fostering a love of learning, collaboration and individual creative expression;
- Preparing well-rounded students who will make successful transitions throughout their lives.

Knights Ferry School

Goals:

Integrate place and community based instructional opportunities in all curricular areas

Emphasis on project based learning opportunities within the community and integrated with all curricular areas

Provide engaging STEAM activities connected to local issues

Student leadership and agency in their learning environment

Parent, community and District collaboration on instruction, programs and facilities

Parent involvement in the instructional program process

Provide high quality instruction through teacher driven professional development

Positive Behavior Intervention and Supports Values:

Respect

Ownership

Attitude

Responsible

Safe

ROARS

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	20
Grade 1	14
Grade 2	4
Grade 3	16
Grade 4	17
Grade 5	16
Grade 6	13
Grade 7	13
Grade 8	5
Total Enrollment	118

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	55.1%
Male	44.9%
Hispanic or Latino	19.5%
Two or More Races	2.5%
White	64.4%
English Learners	8.5%
Socioeconomically Disadvantaged	21.2%
Students with Disabilities	5.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	87.50	7.00	87.50	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	12.50	1.00	12.50	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	8.00	100.00	8.00	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)	7.00	100.00	7.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	7.00	100.00	7.00	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		01-2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-McGraw Hill Wonders K-6 2017-Amplify ELA 7-8	Yes	0%

Mathematics	2019: Eureka / Engage NY math grades K-8	Yes	0%
Science	2023 Savvas Learning California Science Curriculum Elevate Science grades K-8	Yes	0%
History-Social Science	2019 Teachers Curriculum Institute-social studies grades K-8	Yes	0%
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		

School Facility Conditions and Planned Improvements

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. All the portables house classrooms due to student growth over the years prior to 2020-21.. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 10:30 am-7:00 pm. The buildings are in good repair and no structural work is required. In July 2022, new tanbark was placed into both playground.

A Facilities Master Plan was completed and presented to the community and the School Board in October.

A complete fire inspection was conducted by the Fire Marshall on November 22nd with no corrections needed!

The school sustained storm damage in January 2023 which has all be repaired.

The main buildings were painted and any wood rot or damage was repaired and painted in 2023.

A door was replaced in the girls bathroom stalls.

Updated FIT report conducted in September 2023,

Current planned improvements are scheduled for the parking lot: expansion and upgrades and two new buildings for the middle school to be completed sometime in 2025.

Year and month of the most recent FIT report

January 2022.

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A CalSHAPE grant was obtained in January 2023 to review HVAC systems otherwise these areas are in good repair.
Interior: Interior Surfaces	X			Kindergarten carpet has a repaired rip; otherwise interior surfaces are in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest and gopher abatement is ongoing. Grover's provides fire prevention weed and ladder fuel abatement.
Electrical	X			Minor repairs are made as needed; new lights in the parking lot are part of the parking lot improvement project.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Unused drinking fountains were tested for Legionella and found negative and returned to service; doors replaced in one stall as needed.
Safety: Fire Safety, Hazardous Materials	X		November 22, 2023 Fire Marshall inspection
Structural: Structural Damage, Roofs	X		The Bell Tower sustained rain damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Some parts of the playground equipment are scheduled for replacement; otherwise the grounds and equipment are in good repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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)	54	51	54	51	47	46
Mathematics (grades 3-8 and 11)	33	49	33	49	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	81	76	93.83	6.17	51.32
Female	44	42	95.45	4.55	69.05
Male	37	34	91.89	8.11	29.41
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	16	16	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	66.67
White	49	45	91.84	8.16	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	52.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	81	76	93.83	6.17	48.68
Female	44	42	95.45	4.55	45.24
Male	37	34	91.89	8.11	52.94
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	16	16	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	80.00
White	49	45	91.84	8.16	37.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.64	23.81	13.64	23.81	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	22	21	95.45	4.55	23.81
Female	17	16	94.12	5.88	31.25
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	18	94.74	5.26	22.22
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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

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
<p>Knights Ferry School has a very active parent club. Contact Person Name: Carli Brown, president may be reached at (209)881-3382</p> <p>The Parent Teacher Club continues to raise large amounts of money which are used to offset funding of sports equipment, classroom and art supplies for the art program. The funds are primarily used to provide enrichment such Outdoor Education, the Extended Learning (overnight) Experience at Sutter's Fort, and a plethora of extra curricular experiences.</p> <p>Parent volunteers are present in many classes on a regular basis though primarily in grades K-4.</p> <p>Additionally, parent volunteers have provided enrichment instruction during the after-school What I Need program. Primarily designed for academic intervention, siblings of children participating in academic intervention as well as students finished with intervention. Parents and community volunteers have provided Spanish instruction, Yoga, martial arts, and physical fitness activities.</p> <p>Parents have volunteered to assist with other school based activities such as the Halloween Carnival and the Winter Program.</p> <p>Two-way communication is available through Class Dojo in all classrooms and at the District level.</p> <p>Parents are also encouraged to attend informational and group meetings on the First Friday of the Month and parents are also involved in the review and revision of our school safety plan.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	125	123	21	17.1
Female	66	66	8	12.1
Male	59	57	13	22.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	23	6	26.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	81	80	13	16.3
English Learners	10	10	1	10.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	30	30	8	26.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	8	4	50.0

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	1.37	0.00	0.80	1.37	0.00	0.80	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	0.8	0
Female	1.52	0
Male	0	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	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The comprehensive School Safety Plan includes: 1) a FEMA-recommended Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a Safety Committee-developed School Safety Plan. The plan also includes an off-campus evacuation procedure. The School Safety Plan can be viewed at the school office or online at www.knightsferryesd.org. This plan is reviewed and updated every year in January / February.

School Discipline Practices:

The Knights Ferry Elementary School District has made a commitment to the implementation of Positive Behavior Intervention and Supports and developed the first steps of this transformation in June 2019. Training with the Stanislaus County Office of Education began in August 2019. New, school-wide procedures were developed and implemented in all classrooms.

The PBIS ROARS (respect, ownership, positive attitude, respect, safety) values are fully integrated into the classrooms and are used when students have disciplinary contact.

No students were suspended or expelled in the 2021-2022 school year. One student was suspended in the 2022-2023 school year.

All staff including the regular substitute teachers were trained in an active shooter protocol in August of 2022.

Active shooter drills are held yearly.

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	13	1		
1	18	1		
2	23		1	
3	21		1	
4	17	1		
5	22		1	
6	13	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	21		1	
1	9	1		
2	16	1		
3	22		1	
4	18	1		
5	16	1		
6	21		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	20	1	0	0
1	14	1	0	0
2	4	1	0	0
3	16	1	0	0
4	17	1	0	0
5	16	1	0	0
6	13	1	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

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

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	\$11,763	\$3,262	\$9,501	\$63,040
District	N/A	N/A	\$9,501	\$63,040
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	22.1	-18.3

Fiscal Year 2022-23 Types of Services Funded

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); Title I and Title II; Small Rural Schools Achievement Grant; and Special Education. Additional funds such as the ESSER I and II, GEER, were disbursed at the end of the 2020-2021 school year as a direct result of COVID and federal stimulus packages.

The District received a \$15,000 apportionment for Title I activities in the 2020-2021 school year.

State Funded Programs -- Lottery; Lottery Instructional; and Professional Development Block Grant.; the Educator Effectiveness fund for specific staff development for certificated staff only was utilized in 2015-16; 2016-17 for teacher and administrator professional development.

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	\$46,387	\$48,481
Mid-Range Teacher Salary	\$66,136	\$73,129
Highest Teacher Salary	\$97,143	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$131,496	\$138,991
Percent of Budget for Teacher Salaries	30.82%	29.34%
Percent of Budget for Administrative Salaries	8.12%	5.99%

Professional Development

The District is committed to improving student achievement and staff development days in 2022-2023 and 2023-2024 have been dedicated to math instruction. The District is contracting with SCOE for math coaching and instruction in 2023-2024. Staff development days are either direct math instruction with SCOE or collaborative conversations in grade cluster groups for planning.

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	7	14	15