Woodcrest Elementary

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	455 West Baker Ave. Fullerton, CA , 92832-3269	**Principal:**	Christopher Wilkins, Principal
Phone:	(714) 447-7760	**Grade Span:**	K-6

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 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.

About This School

Christopher Wilkins, Principal

 Principal, Woodcrest Elementary

About Our School

It's never too early to set students on the path to success to be college and career ready! At Woodcrest, we are committed to giving students access to rigorous content, engaging and relevant technology, and a variety of enrichment opportunities. Our goal is to ignite their personal passions, as well as prepare them to be thoughtful, empathetic members of our community. Our precise core instruction allows our students to prepare for their future by teaching them crucial skills such as creativity, effective communication, thinking critically, and collaboration across all content areas. Our teachers encourage students to explore topics that are personally interesting, in order to provide our students with a balanced educational experience to give them a future filled with endless possibilities!

Contact

Woodcrest Elementary
455 West Baker Ave.
Fullerton, CA 92832-3269

Phone: (714) 447-7760
Email: christopher_wilkins@myfsd.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2023–24)

School Name	Woodcrest Elementary
Street	455 West Baker Ave.
City, State, Zip	Fullerton, CA , 92832-3269
Phone Number	(714) 447-7760
Principal	Christopher Wilkins, Principal
Email Address	christopher_wilkins@myfsd.org
Website	www.fullertonsd.org/woodcrest
County-District-School (CDS) Code	30665066028195

Last updated: 1/21/24

School Description and Mission Statement (School Year 2023–24)

Empowering students through equity, inclusion, academics, and community responsibility, to rise up to meet their personal goals and passions.

Vision: At Woodcrest, we inspire, we empower, we rise UP!

Our Mission is to:
- Meet the needs of our community of learners through rigorous instruction, purposeful technology integration, and our Response to Intervention Model.
- Create a safe, equitable, inclusive learning environment, where all students' cultures and backgrounds are respected, through the use of Positive Behavior Intervention and Supports.
- Provide students the tools to be responsible problem solvers and promote their social and emotional learning through the use of Restorative Practices

- Provide students opportunities to explore their passions through relevant learning experiences and our After School Passion Academies.
- Provide students with opportunities to explore ways to become advocates for equity and social justice and to become change makers in our school and surrounding community.
- Provide meaningful engagement opportunities for students, families, staff, and the community.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	57
Grade 1	33
Grade 2	50
Grade 3	44
Grade 4	46
Grade 5	48
Grade 6	52
Total Enrollment	330
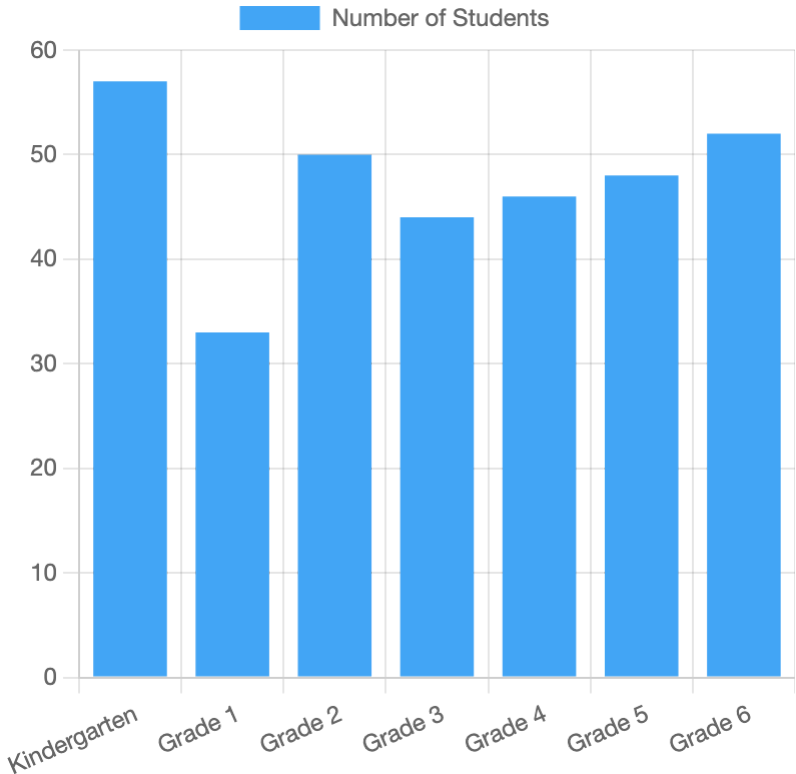
Last updated: 1/21/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.20%
Male	48.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	1.80%
Black or African American	0.60%
Filipino	0.90%
Hispanic or Latino	89.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.50%
White	4.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	49.70%
Foster Youth	0.00%
Homeless	5.50%
Migrant	0.00%
Socioeconomically Disadvantaged	86.40%
Students with Disabilities	15.80%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	16.20	94.20%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	5.80%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	17.20	100.00%	503.60	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.

Last updated: 1/21/24

Teacher Preparation and Placement (School Year 2021–22)

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)	16.10	83.96%	444.20	89.46%	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%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.05%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	15.88%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	19.20	100.00%	496.60	100.00%	279044.80	100.00%

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

Last updated: 1/21/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
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

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade - McGraw Hill Education: Wonders - 2018 6th-8th Grade - McGraw Hill Education: Study Sync - 2018	Yes	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math - 2016	Yes	0
Science	K-6th Grade - Discovery: Science Techbook - 2020	Yes	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science - 2006	Yes	0
Foreign Language			0
Health	Dairy Council of California (grade-appropriate materials) Too Good for Drugs (Gr. 4-6) Teen Talk	Yes	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (Gr. 5-6)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Woodcrest Elementary School has 25 classrooms, a therapy wing, a multipurpose room and a library media center. The main campus was built in 1959. Additions were constructed in 1959 and 1972. One portable classroom was added in 1998 and two more were added in 2002. The multipurpose room was completed in 2006. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2022-23, the District spent $0 on Deferred Maintenance. For the 2023-24 school year, the District budgeted $5 for Deferred Maintenance expenditures.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Girls restroom has a loose faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Rooms 16 and P4 doors slam shut

Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good

Last updated: 1/22/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

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)	14%	17%	57%	57%	47%	46%
Mathematics (grades 3-8 and 11)	11%	7%	48%	49%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/22/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	193	98.47%	1.53%	16.58%
Female	105	102	97.14%	2.86%	24.51%
Male	91	91	100.00%	0.00%	7.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	172	98.29%	1.71%	16.86%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99.00%	1.00%	8.08%
Foster Youth	0	0	0%	0%	0%
Homeless	13	13	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	177	175	98.87%	1.13%	17.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	39	97.50%	2.50%	5.13%

Note: 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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: 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.

Last updated: 1/21/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	194	98.98%	1.02%	7.25%
Female	105	103	98.10%	1.90%	7.84%
Male	91	91	100.00%	0.00%	6.59%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	173	98.86%	1.14%	8.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	100	100.00%	0.00%	4.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	13	13	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	177	176	99.44%	0.56%	7.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	39	97.50%	2.50%	0.00%

Note: 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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: 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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	8.70%	0.00%	40.13%	39.45%	29.47%	30.29%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

Last updated: 1/21/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	48	97.96%	2.04%	0.00%
Female	31	30	96.77%	3.23%	0.00%
Male	18	18	100.00%	0.00%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	40	40	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	91.5%	91.5%	91.5%	91.5%	91.5%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Woodcrest School does the following to promote and increase parent involvement: Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program which occurs during our Back to School Night. We offer a flexible number of meetings to increase parent participation through various committees. The English Learner Advisory Council (ELAC) provides parents of English learners an opportunity to learn about support and programs for students who are learning English. These meetings are held monthly in the morning. The Parent Teacher Association (PTA) provides parents an opportunity to volunteer their

time supporting our school programs and fundraising efforts. The School Site Council (SSC) reviews our single plan for student achievement, safety plans, and school categorical budgets. Our parent education classes provide parents with information on how to help their child at home. Our annual Thanks to Our Super Parent Event provides our parents an opportunity to engage with their children in their classrooms. Our Family Tech Nights offer families an opportunity to see student technology projects, as well as expand their technology knowledge base. Our annual Literacy Nights promote literacy in the classroom by having parents, grandparents, and volunteers read to our students. Parents are continually invited to become involved in their child's education through our classroom volunteers. Our family literacy pre-school offers parents monthly workshops on a variety of topics. Parents also participate in the school through Back to School Night, Open House, parent conferences in the fall and spring, school carnival, monthly award citizenship assemblies, trimester award assemblies, and promotion ceremonies. There are other opportunities for parent involvement throughout the year. Please contact our school office for further information on parent involvement.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	356	344	81	23.5%
Female	183	175	31	17.7%
Male	173	169	50	29.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	7	7	4	57.1%
Black or African American	3	3	1	33.3%
Filipino	4	4	1	25.0%
Hispanic or Latino	317	307	71	23.1%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	0	0.0%
White	18	16	4	25.0%
English Learners	182	177	41	23.2%
Foster Youth	7	5	3	60.0%
Homeless	22	22	3	13.6%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	311	305	69	22.6%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	74	70	26	37.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/24

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

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	0.27%	1.96%	2.25%	0.07%	1.35%	1.10%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/21/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25%	0.00%
Female	2.73%	0.00%
Male	1.73%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.52%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	2.20%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.57%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.35%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/21/24

School Safety Plan (School Year 2023–24)

A comprehensive school safety plan was developed and approved in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in November before the finished School Safety Plan is approved by the members of the School Site Council on November 13. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and reviewed with staff: 8/14/2023

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		1	
1	25.00		1	
2	29.00		1	
3	32.00		1	
4	31.00		1	
5	33.00			
6	31.00		1	
Other**	21.00	3	4	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	1	1	
1	10.00	2	1	
2	27.00		1	
3	11.00	2	1	
4	15.00	1	1	
5	13.00	1	1	
6	6.00	7	1	
Other**	19.00	3	4	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	2	0
1	31.00	0	1	0
2	30.00	0	1	0
3	0.00	0	0	0
4	16.00	1	1	0
5	0.00	0	0	0
6	34.00	0	0	1
Other**	21.00	3	3	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	220

* 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	6.00
Other	0.00

* 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.

Last updated: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7040.00	$542.00	$6499.00	$92185.25
District	N/A	N/A	$6069.04	$94810.00
Percent Difference – School Site and District	N/A	N/A	7.10%	4.40%
State	N/A	N/A	$7606.62	$89574.00
Percent Difference – School Site and State	N/A	N/A	-14.60%	11.80%

Note: Cells with N/A values do not require data.

Last updated: 1/22/24

Types of Services Funded (Fiscal Year 2022–23)

Primary Focus
- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

Delivery of Professional Development
- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

Other Related Professional Development Activities
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion
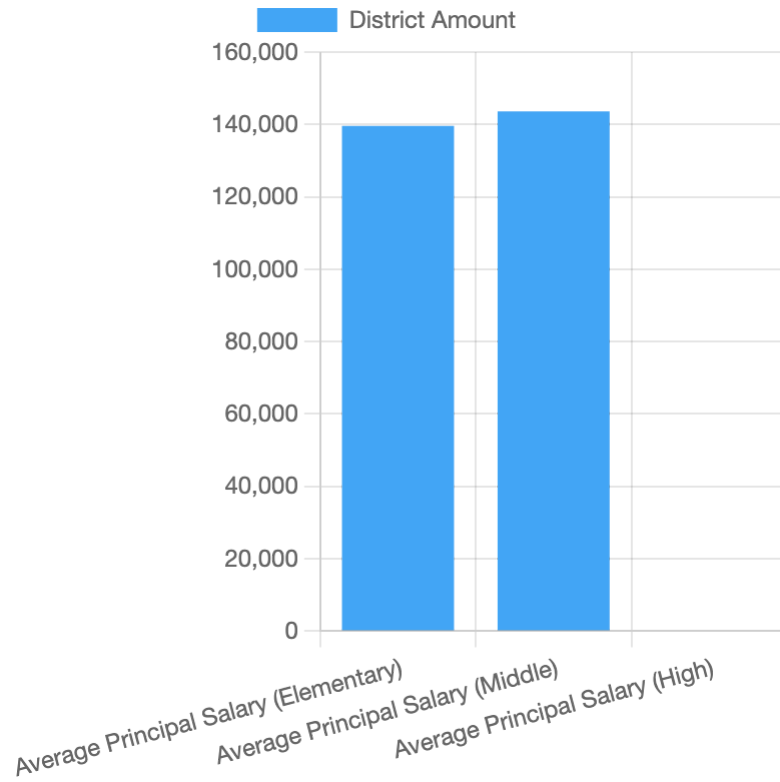
Last updated: 1/26/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55417.00	$54215.36
Mid-Range Teacher Salary	$87294.00	$86843.27
Highest Teacher Salary	$119343.00	$111440.49

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$139567.00	$140851.44
Average Principal Salary (Middle)	$143608.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00
Superintendent Salary	$285655.00	$252465.94
Percent of Budget for Teacher Salaries	32.54%	33.16%
Percent of Budget for Administrative Salaries	6.31%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
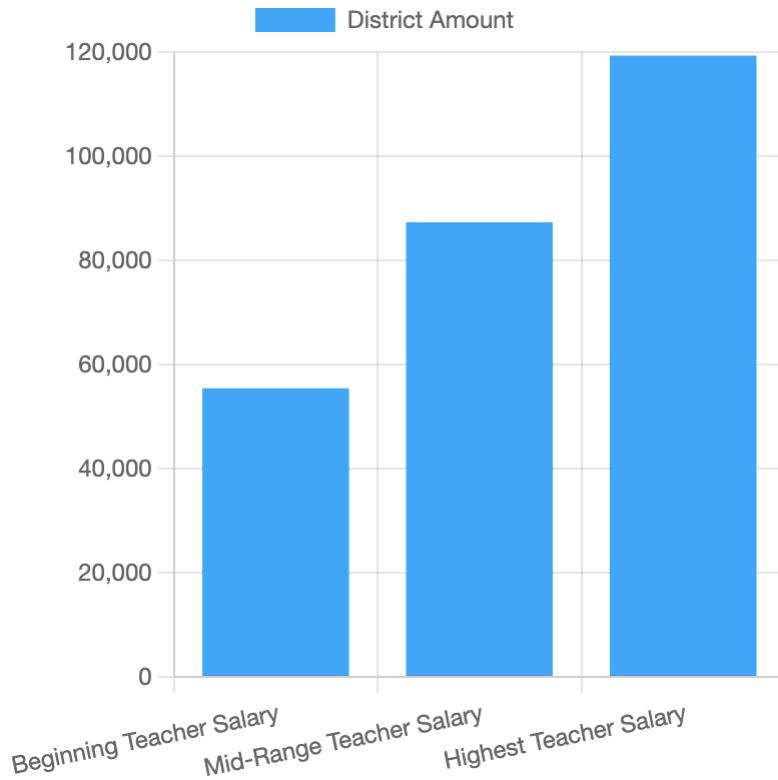
Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10