

# Hydesville Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Hydesville Elementary School
<b>Street</b>	3050 Johnson Rd.
<b>City, State, Zip</b>	Hydesville, Ca. 95547
<b>Phone Number</b>	(707)768-3610
<b>Principal</b>	Mr. Kevin Trone
<b>Email Address</b>	superintendent@hydesvilleschool.org
<b>School Website</b>	www.hydesvilleschool.org
<b>County-District-School (CDS) Code</b>	12638850000000

## 2022-23 District Contact Information

<b>District Name</b>	Hydesville Elementary School District
<b>Phone Number</b>	(707)768-3610
<b>Superintendent</b>	superintendent@hydesvilleschool.org
<b>Email Address</b>	superintendent@hydesvillschool.org
<b>District Website Address</b>	www.hydesvilleschool.org

## 2022-23 School Overview

Welcome to Hydesville Elementary School! Our entire community is very proud of our school and its 160 year long history serving students throughout the greater Eel River Valley. We have a long-standing tradition of excellence that is reflected in the performance and behavior of our students, and the dedication of our faculty and staff. Parents are active partners in the educational process here at Hydesville Elementary. We, as a staff, are continually striving to improve our skills through workshops, conferences, and other trainings so we can provide the best possible education to the students of our community.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student-learning levels aligned with State standards.

All students at Hydesville Elementary will participate in a challenging, problem-solving, integrated, multi-modal instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society. The school shall provide equal educational opportunities for all students through a balanced, stimulating, and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident, and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	21
Grade 2	22
Grade 3	21
Grade 4	24
Grade 5	19
Grade 6	22
Grade 7	15
Grade 8	18
Total Enrollment	189

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	1.1
Asian	0.0
Black or African American	1.1
Filipino	0.0
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.0
White	78.8
English Learners	1.1
Foster Youth	2.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	37.6
Students with Disabilities	13.8

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.00	73.68	7.00	73.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	5.26	0.50	5.26	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	2.00	21.05	2.00	21.05	18854.30	6.86
<b>Total Teaching Positions</b>	9.50	100.00	9.50	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.50	
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell (K-3) 2018 Open Court (K-4) 2002 McDougal Littell (5-8) 2002 Implementing Daily Five/CAFE Instructional Program (K-8) 2017	No	0
<b>Mathematics</b>	Big Ideas Math 2014 (6-8) Houghton-Mifflin Harcourt 2014 (6-8)	Yes	0
<b>Science</b>	Amplify Education (K-8) 2021	Yes	0
<b>History-Social Science</b>	Harcourt (K-4) 2006 Prentice Hall (5-8) 2006 TCI Social Studies (K-8)	Yes	0
<b>Foreign Language</b>	N/A	No	0
<b>Health</b>	N/A	No	0
<b>Visual and Performing Arts</b>	N/A	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	No	0

## School Facility Conditions and Planned Improvements

Hydesville School consists of one main building built in 1964, which houses the office, eight permanent classrooms, counseling/speech lab, multipurpose room, and kitchen. A middle school wing constructed in 2016 house three classrooms. One portable classroom is dedicated to the after school program. A bus garage provides bus parking and a shop space. There are three playground areas and a large backfield.

Hydesville School provides a safe, clean environment for all of its students. Our custodial staff consists of two part-time custodians and one full-time maintenance worker/custodian. We believe that the environment students learn in is as important as the subjects that are being taught to them. As such, our grounds are immaculately kept by our maintenance staff.

Year and month of the most recent FIT report

November, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Rot in non-structural beam will be replaced. Shop/Bus Garage has leak and damaged siding which will be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	62	N/A	62	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	49	N/A	49	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	125	123	98.40	1.60	61.79
<b>Female</b>	60	59	98.33	1.67	62.71
<b>Male</b>	65	64	98.46	1.54	60.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	12	11	91.67	8.33	54.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	11	91.67	8.33	81.82
<b>White</b>	98	98	100.00	0.00	61.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	43	97.73	2.27	46.51
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	17	89.47	10.53	23.53

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	125	123	98.40	1.60	50.00
<b>Female</b>	60	59	98.33	1.67	44.83
<b>Male</b>	65	64	98.46	1.54	54.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	12	11	91.67	8.33	45.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	11	91.67	8.33	70.00
<b>White</b>	98	98	100.00	0.00	50.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	43	97.73	2.27	38.10
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	17	89.47	10.53	37.50

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	39.47	50	39.47	50	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	41	40	97.56	2.44	50
<b>Female</b>	18	17	94.44	5.56	47.06
<b>Male</b>	23	23	100	0	52.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	37	100	0	45.95
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	14	100	0	35.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	20	20	20	20	20
Grade 7	16	16	16	16	16
Grade 9	n/a	n/a	n/a	n/a	n/a

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Hydesville School enjoys a close relationship with the community. The school is the center of community activities and provides the only playground facility in the area. The community has always supported the school by expecting high academic achievement, as well as a high standard of student behavior at the school and in the community. The school receives active parent and community support. Parent participation is a key element in elevating Hydesville to a consistent level of excellence. Parent volunteers are involved in the classroom, instructional programs, and field trips. Parents and community members volunteer to be coaches for school athletics.

The Hydesville Parent Group (HPG) is very active in supporting the school through fundraising activities, using the funds to support our school programs. The HPG is instrumental in supporting students and classrooms. The community has always supported the eighth-grade graduation trip to the San Francisco Bay Area. Funds to cover the full cost of the trip are raised during a variety of fundraisers.

For more information on how to become involved at the school, contact Superintendent/Principal, Kevin Trone, at (707) 768-3610.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	206	199	40	20.1
Female	94	91	14	15.4
Male	112	108	26	24.1
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	20	20	8	40.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	18	7	38.9
White	159	155	24	15.5
English Learners	4	4	1	25.0
Foster Youth	4	4	1	25.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	88	82	23	28.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	7	17.9

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.37	2.37	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.43	0.00	2.43	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.43	0.00
Female	1.06	0.00
Male	3.57	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	5.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	1.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

## 2022-23 School Safety Plan

The School Safety Plan was last reviewed, updated, and discussed during the 2020-21 school year. Key elements of the plan include crisis intervention plans, fire drills, earthquake drills, and lockdown drills. The next review will occur in February of 2023.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1	1	
1	22		1	
2	20	1		
3	21		1	
4	26		1	
5	19	1		
6	23		1	

### 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	9	2		
1	20	1		
2	16	1		
3	19	1		
4	10	2		
5	12	1	1	
6	18	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	13	1	1	
1	21		1	
2	22		1	
3	21		1	
4	24		1	
5	19	1		
6	22		1	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	189

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	9,822.00	1,071.00	8,751.00	69,330.00
<b>District</b>	N/A	N/A	8,751.00	\$67,590
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	2.5
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.1	-6.6

## 2021-22 Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title IV (Student Support and Academic Enrichment)
- Title V (Rural Education Achievement Program)
  - English Language Learner Program
  - Special Education
  - Speech and Language
  - Counseling Services
  - Music Program
  - Gifted and Talented Enrichment Program
- Class Size Reduction

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,064	\$46,844
<b>Mid-Range Teacher Salary</b>	\$60,791	\$73,398
<b>Highest Teacher Salary</b>	\$77,248	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$102,000	\$116,457
<b>Average Principal Salary (Middle)</b>	\$102,000	\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$102,000	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	33%	30%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2