Prospect 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

School Name	Prospect Elementary School
Street	379 North Virage Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6271
Principal	Mary Hinton
Email Address	mhinton@orangeusd.org
School Website	https://www.orangeusd.org/prospect-elementary-school
County-District-School (CDS) Code	30-66621-6029912

2022-23 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2022-23 School Overview

Prospect has maintained a literacy focus for the past several years. We are a Curriculum Alignment school which means we have time embedded every 6 weeks to analyze data, plan agreements, and create or adapt assessments. This year we will include a math focus.

Our teachers are trained in increasing literacy and math skills for all students. Instruction is focused on meeting grade level standards as well as meeting the needs of individual students. Our goal is to increase students' scores both on local and state assessments as well as prepare them to be college and career ready through the implementation of the new state standards. Our vision statement: Prospect Elementary prepares students to be competitive and successful in the 21st Century by empowering students to use effective communication skills, collaborate respectfully, think critically, act creatively and demonstrate courage and depth of character when solving real world problems and challenges passionately.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	53
Grade 3	50
Grade 4	64
Grade 5	60
Grade 6	62
Total Enrollment	381

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.3
Asian	5.2
Black or African American	0.3
Filipino	1.0
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.8
White	6.6
English Learners	44.4
Foster Youth	0.8
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	71.1
Students with Disabilities	19.7

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)	14.40	92.63	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.50	2.65	12115.80	4.41
Unknown	1.10	7.37	74.80	6.94	18854.30	6.86
Total Teaching Positions	15.60	100.00	1078.10	100.00	274759.10	100.00

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: 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						
Total Teaching Positions						

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	0.00	
Total Teachers Without Credentials and Misassignments	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.

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	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
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	

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

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify California Science adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements

The school was built in May 1966 on 13.6 acres of land. The school includes 7 permanent buildings. The school facilities and grounds are clean and monitored by our districts grounds crew, maintenance department and the school custodians. Restrooms are monitored regularly by custodial staff and cleaned daily. The school's enrollment ranges from 390-410 during the school year. Prospect Elementary' s modernization project was completed in August of 2007. Each classroom was upgraded with technology which included LCD projectors, ELMO document cameras and computers. Classrooms also include built in cabinetry such as teaching walls, teacher desks, student computer stations and book cases. The roof, air conditioning and heating as well as flooring was replaced during the project. During the summer of 2011 our parking lot and lunch shelter, both main one and kindergarten, were modernized by using leftover modernization funds from the original modernization project. With the expansion of the parking lot, the softball field was relocated to the north field and reconstructed over on that side to be used by school district as well as the community. Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or district maintenance department.

In the Spring of 2022, brand new 85 inch TV's on carts where place in each classroom to up date technology. Prospect will have a shade structure installed by the end of 2024. Additionally, the built in tables in the computer lab will be removed during the 2022-2023 school year to increase the open space in the Library Media Center.

In October 2021, HEPA filter systems were placed in each classroom to help mitigate the spread of COVID.

Year and month of the most recent FIT report	10/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin: 6 ceiling tiles need to be replaced. Stained Library: 4 ceiling tiles need to be replaced. Stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 14 Speech RM: 2 lights out RM 23: light out RM 24: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	31	N/A	39	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
All Students	231	229	99.13	0.87	47.60
Female	102	101	99.02	0.98	49.50
Male	129	128	99.22	0.78	46.09
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	81.82
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	198	197	99.49	0.51	44.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	81.82
English Learners	74	74	100.00	0.00	21.62
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	172	172	100.00	0.00	43.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	46	97.87	2.13	19.57

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
All Students	231	229	99.13	0.87	31.44
Female	102	101	99.02	0.98	24.75
Male	129	128	99.22	0.78	36.72
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	72.73
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	198	197	99.49	0.51	26.90
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	74	74	100.00	0.00	10.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	172	172	100.00	0.00	28.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	46	97.87	2.13	10.87

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
Science (grades 5, 8 and high school)	NT	35.09	34.95	32.07	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
All Students	57	57	100	0	35.09
Female	23	23	100	0	26.09
Male	34	34	100	0	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100	0	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100	0	30.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	8.33

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	81.9	81.9	81.9	80.6	81.9

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

Prospect depends on parents to be involved in the education of their children through volunteering in classrooms and participating in the School Site Council, English Language Advisory Committee (ELAC). Parents help the school; i.e. Red Ribbon Week (Say No to Drugs), as well as field trips and educational assemblies. Our PTO in conjunction with our family involvement committee provide opportunities for parents and students to participate in engaging family involvement activities throughout the year.

Prospect Elementary School has a parent community that is supportive and dedicated to the programs at our school. Some of our parents volunteer their time throughout the year in the classroom, on field trips, support fundraisers and attend special school events. For additional information pertaining to organized opportunities for parental involvement, please contact the school office.

Volunteers complete the district packet to ensure their status is safe for students. Volunteers can fill out forms for under 5 hours or over 5 hours. This is an added safety measure.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	395	109	27.6
Female	186	182	49	26.9
Male	217	213	60	28.2
American Indian or Alaska Native	2	2	1	50.0
Asian	23	23	2	8.7
Black or African American	1	1	0	0.0
Filipino	4	4	2	50.0
Hispanic or Latino	334	327	97	29.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	25	24	4	16.7
English Learners	178	174	42	24.1
Foster Youth	3	3	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	294	289	80	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	81	20	24.7

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	0.45	2.03	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	0.24	0.99	0.19	2.37	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	0.99	0.00
Female	0.00	0.00
Male	1.84	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	0.90	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	1.12	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.19	0.00

2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. This office provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The contents of the School Safety Plan were reviewed and adopted by School Site Council on February 25, 2022, and encompass all areas of the school and its immediate surroundings. It includes procedures in case of an emergency, outline of safety strategies and interventions when dealing with situations which may arise on campus, involvement of the community and parents, and maintaining a safe and secure school site. It also ensures a positive learning environment through the implementation of Positive Behavior Intervention School wide (PBIS) where students' effort and behavior are recognized and rewarded frequently.

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	27		2	
1	26		1	
2	28		2	
3	28		2	
4	29		2	
5	34			1
6	35			1
Other	18	3	1	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	28		1	
1	25		1	
2	30		1	
3	32		1	
4	28		2	
5	24	2	2	
6	22	1	3	1
Other	21	3	2	

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	32		1	
1				
2	27		1	
3	28		1	
4	30		2	
5	23	1		1
6	26	1		1
Other	23	4	3	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.1

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
School Site	$4250.60	$172.04	4422.64	$59090.14
District	N/A	N/A	$6616.90	$89,626
Percent Difference - School Site and District	N/A	N/A	-39.8	-41.1
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-39.4	-36.4

2021-22 Types of Services Funded

Programs available with the use of Categorical Budgets are: full time Resource Teacher who works with students who need additional assistance in reading/language arts, math and English Language Development in small groups. Students also have the opportunity to attend before and after school tutoring for support in Language Arts or Math. One school Community Assistant (5.5hr) is also funded out of the categorical budget to provide support to the staff, students and the parents. iReady reading and math program that supports foundational reading skills, reading comprehension and number sense program is provided for all K- 6th graders.Strategic Kids lunch time programs such as sports, Origami, chess, LEGO, and cartooning are funded by Title 1 money. ELOP grant funds support before and after school clubs like dance/hip hop, cooking, running, and crafts.

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
Beginning Teacher Salary	$54,515	$51,081
Mid-Range Teacher Salary	$79,004	$77,514
Highest Teacher Salary	$111,263	$105,764
Average Principal Salary (Elementary)	$130,156	$133,421
Average Principal Salary (Middle)	$137,808	$138,594
Average Principal Salary (High)	$165,215	$153,392
Superintendent Salary	$256,476	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Ongoing professional development is provided to the teaching staff during our twice monthly Professional Development Wednesdays. Content of these professional development days have included, Common Core State Standards, iReady, Thinking Maps, Write From the Beginning and Beyond, Daily 5, MTSS, DiBELS, AVID strategies, Rigor in Math, Guided Reading, early literacy, AVID, technology, support and strategies for English Learners, and data analysis.

During after school Grade Level Communities meetings, grade level teams review data to determine the efficacy of their teaching methods, review student academic progress in relation to the new state content standards, as well as work on building a collaborative culture so that their meetings are effective and productive with positive outcomes for our students.

In addition, ongoing support is provided to the staff through the support of a full time instructional specialist that provides in class demonstrations, co-teaching, leading staff development at staff meetings on content and effective teachings strategies, reporting of student data, providing after school in services and participating in GLC meetings

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	18