

Ocotillo Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Ocotillo Elementary School
Street	38737 Ocotillo School Drive
City, State, Zip	Palmdale, Ca
Phone Number	661-947-9987
Principal	Dr. Beverley Martin
Email Address	Bamartin@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4468
County-District-School (CDS) Code	19-64857-6021141

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Vision Statement: Ocotillo Elementary School provides a 21st Century world-class education which enables each child to be a self-motivated lifelong learner and a positive contributor to society.

Mission Statement: By addressing the needs of the total child, Ocotillo Elementary School develops academically and socially independent, self-motivated students who achieve excellence through rigorous standards in an engaging, encouraging atmosphere. Our students will be empowered to become literate life-long learners and responsible citizens.

Ocotillo Elementary School provides a curriculum that:

- Reflects real world experiences
- Immerses students in a rich learning environment
- Develops strong basic skills through project-based activities
- Allows all students to participate in a rigorous core curriculum based on state and district standards
- Provides opportunities for students to use a variety of higher level thinking skills

Ocotillo Elementary School is proud to have a highly trained and dedicated teaching staff offering a rigorous curriculum that is researched-based and proven to be highly effective. Teaching strategies focus on the various learning styles of our students to fully develop the academic, social, emotional and physical dimensions of every child.

2023-24 School Description and Mission Statement

Our current enrollment is 633 students in grades TK - 5. Ocotillo is a diverse population. Most of our students receive free or reduce lunches and we have a high mobility rate. Ocotillo supports seven grade levels with three and four classes per grade. Gifted students are clustered by grade level with teachers who have or are attaining an appropriate certification. At Ocotillo Elementary School we believe the teacher is the greatest influence on a child at school, and the parent is the greatest influence in a child's life. Therefore, a strong home-school connection is essential. In addition, Ocotillo has a good rapport with local businesses that actively support school activities. We have a very involved PTA that supports our students with fun activities and gets parents involved in the lives of their students. Technology is a priority at Ocotillo and we have a one to one device per student. Individual chrome book computers in all classrooms in grades 2-5 and I Pads for TK - 1st Grades additionally, all classrooms have interactive Promethean Boards (80 " TVs). Ocotillo's library houses more than 20,000 books and six individual computers.

As a unified staff and academic community, Ocotillo Elementary focuses its efforts on maintaining a positive learning environment. We believe in:

- A positive environment in which challenging, engaging, and meaningful, learning occurs
- A commitment and accountability to high standards
- Collaboration among teachers, students, parents and administrators
- A physically, emotionally and intellectually safe community
- Rewards and celebrations that inspire and encourage

Ocotillo is a Nationally Showcase Capturing Kids Heart School for the past 5 years.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	87
Grade 2	98
Grade 3	91
Grade 4	99
Grade 5	112
Total Enrollment	611

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.8%
Asian	0.3%
Black or African American	14.7%
Filipino	1.1%
Hispanic or Latino	71.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.6%
White	7.7%

English Learners	12.3%
Foster Youth	3.1%
Homeless	1.1%
Migrant	0.3%
Socioeconomically Disadvantaged	79.9%
Students with Disabilities	11.9%

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)	22.90	95.83	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	0.00	0.00	50.10	5.56	18854.30	6.86
Total Teaching Positions	23.90	100.00	902.80	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)	22.90	100.00	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	22.90	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.6	0

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

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

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

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

A priority of Ocotillo Elementary School is to provide a safe, secure, and clean environment for learning. All entrances to the school remain locked and secured during school hours and visitors must check in with the front office prior to entering the campus with a visitor's badge. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. As it is our policy to maintain our classrooms and restrooms in a clean and orderly manner, our staff monitors hallways and restrooms on a regular basis. The District policy is to make necessary repairs as quickly as possible to keep the facility functioning safely. A work order process is in place to assist in providing these services.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	32	29	28	47	46
Mathematics (grades 3-8 and 11)	26	32	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	306	301	98.37	1.63	31.56
Female	144	142	98.61	1.39	32.39
Male	162	159	98.15	1.85	30.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	55	54	98.18	1.82	12.96
Filipino	--	--	--	--	--
Hispanic or Latino	222	220	99.10	0.90	35.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	42.86
English Learners	37	34	91.89	8.11	14.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	241	98.37	1.63	27.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00	0.00	8.11

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	302	99.02	0.98	32.45
Female	143	143	100.00	0.00	30.07
Male	162	159	98.15	1.85	34.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	54	53	98.15	1.85	18.87
Filipino	--	--	--	--	--
Hispanic or Latino	222	221	99.55	0.45	35.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	35.71
English Learners	37	37	100.00	0.00	16.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	241	98.77	1.23	28.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00	0.00	10.81

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.07	22.86	13.34	13.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	105	97.22	2.78	22.86
Female	50	50	100.00	0.00	20.00
Male	58	55	94.83	5.17	25.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	29.41
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	18.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	81	96.43	3.57	18.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	13.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	99	99	90

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Ocotillo Elementary School has an active PTA (approximately 350 members) which provides many services and activities for staff, students, and families. PTA can be contacted by email at ocotillopta@palmdalesd.org. The current President is Casey Mc Whirter. Parents serve on our School Site Council (SSC), the English Language Advisory Committee (ELAC), African American Parent Advisory Committee (AAPAC), and the Gifted and Talented Education (GATE) Advisory Committee. Parents are also invited to volunteer in various capacities, including but not limited to programs such as; Parenting Partners, Latino Literacy, and various parent workshops throughout the school year. Many parents in grades TK-5 also volunteer in the classrooms by helping teachers with everyday preparations for their classes. Ocotillo holds regular Family Nights to encourage families to learn and have fun together. We also hold an annual Readers Are Leaders Day and invite community members to read with our students and also to share their areas of expertise.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	667	111	16.6
Female	322	310	53	17.1
Male	371	357	58	16.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	2	2	0	0.0
Black or African American	110	106	15	14.2
Filipino	9	8	2	25.0
Hispanic or Latino	491	474	77	16.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	22	22	8	36.4

White	52	48	5	10.4
English Learners	99	92	10	10.9
Foster Youth	32	29	6	20.7
Homeless	9	7	1	14.3
Socioeconomically Disadvantaged	562	540	90	16.7
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	123	119	23	19.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.25	2.16	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.16	0
Female	0.62	0
Male	3.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	1.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	0	0
English Learners	4.04	0

Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.25	0

2023-24 School Safety Plan

Ocotillo strives to provide a safe, secure, comfortable and clean environment for learning. Our school has a comprehensive Emergency Preparedness Plan and regularly practices its components to ensure that we are in a state of readiness should a situation arise. Fire drills are held monthly, while earthquake and lock down drills are held multiple times each year. The School Safety Plan was last reviewed and approved in January 2023. Adequate supplies and emergency equipment is on site and replenished and organized annually.

Ocotillo uses the BEST Behavior Expectations (Be Safe, Be Respectful, Be Responsible) and Capturing Kid's Heart (CKH), a positive behavior support program to ensure a Safe, Responsible and Respectful environment. Staff is motivated to use a classroom "Social Contract" to help monitor on-going positive behavior and use four positives for every one negative correction. Students are rewarded and praised for exhibiting appropriate behavior expectations on a weekly basis by Administration and daily by teachers. Every Friday, BEST students are selected and highlighted for Being Safe, Respectful and Responsible schoolwide. Students are presented with a gift and or certificate. For this current school year 23-234 we have implemented a semester drawing. At the end of each semester there is an assembly for student of the month and good attendance, and behavior expectation review; plus there is a drawing from the tickets collected throughout the semester in each grade level for a bigger prize.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	6	24	
1	29		21	
2	33			
3	28		28	
4	32		21	
5	25		35	

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	25	3	21	
1	22	6	21	
2	28		21	
3	21	6	28	
4	25		28	
5	30		28	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	3	24	0
1	23	6	21	0
2	33	0	7	7
3	30	0	20	0
4	25	7	21	0
5	28	7	14	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	3.5
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,468	\$821	\$10,647	\$99,960
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	80.2	2.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	33.3	11.0

Fiscal Year 2022-23 Types of Services Funded

Ocotillo Elementary School is able to provide all students with a rich and balanced curriculum by highly qualified teachers. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), Intervention Program, English Learner Program, Special Education, Resource Specialist Program, Family Involvement Programs and School Improvement Program and a Literacy Coach. Additionally, Ocotillo has hired two Instructional Assistants and we work with two retired teachers to support learning in the classroom along with a Long term Roving Sub to promote student success.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

All Teachers meet frequently in grade level Professional Learning Communities (PLC) and vertically across grade levels to analyze data, plan lessons focused on the Common Core State Standards (CCSS), coordinate instruction, and other student and education related topics. PLCs are an integral part of our professional development and teachers participate a least once a week with their PLC grade level teams with a focus on student learning and academic achievement. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession (CSTP), and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as CCSS (Common Core State Standards), English Language Arts, Mathematics, NGSS,(Next Generation Science Standards) AVID (Advancement Via Individual Determination), RtI (Response to Intervention), PBS (Positive Behavior Support), and the learning-instruction process. Administration training focuses on the development of PLC and CCSS.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for the staff's professional growth. Teachers observe other professionals, engage in peer coaching, and work with mentors and grade level or departmental colleagues. Conferences include CAFE (California Association of Bilingual Education), Mini-CAFE, PLC + with Doug Fisher and Nancy Frey, AVID, Leadership (ASB) Conference/Workshop, and Southern California Kindergarten Conference. Impact Learning and Educational Services support were also provided for teacher professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	18	22