Golden Poppy 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	Golden Poppy School
Street	37802 Rockie Lane
City, State, Zip	Palmdale, CA 93552-4041
Phone Number	(661) 285-3683
Principal	Sandra Salas-Rodriguez
Email Address	ssalas@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4462
County-District-School (CDS) Code	19648576118749

2022-23 District Contact Information

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

2022-23 School Overview

School Mission Statement:

The Mission of Golden Poppy Elementary School is to provide our students with a rigorous standards based education, a nurturing learning environment, and positive attitudes in order to build a solid foundation for success in the 21st century.

Golden Poppy School is one of 27 schools in the Palmdale School District located in Northern Los Angeles County, serving students in grades TK through 5th. However, apart of LCAP, all students are provided a free breakfast and lunch.
19% English Language Learners, 7.3% Foster Youth. Golden Poppy is a walking school. We currently do not have any students bused into our campus. Our school has 1 Principal, 1 Assistant Principal, 18 general education classroom teachers, 1 Learning Support Teacher, 2 Full-time Resource Specialists, 1 Physical Education teacher, 1 part time music teacher, 1 Part-time School Psychologist, 1 part time Speech Pathologist, 1 Bilingual School Secretary, 1 Health Aide, 1 Parent/Community Liaison, 1 Office Clerk, 1 Media Technician, 1 Behavior Interventionist, 1 Part-time Library Aide and 1 part time Social Emotional Learning Specialist. Our current student enrollment is 517 students, 75% Hispanic, 19% African-American, and 4% White and 2% other (all under 1 percent for Asian, American Indian, or Alaska Native, Native Hawaiian or other Pacific Islander).

At Golden Poppy Elementary School, we strive to prepare students for success by providing standards-based instruction where students collaborate and demonstrate their creativity in a variety of disciplines. We provide a nurturing environment where students are cared for by staff members and positive relationships are built using Capturing Kids Hearts strategies and resources. We are dedicated to our students and families, working together as a team to produce the best outcomes for students. Our site is also committed to ensuring students are safely using technology throughout the school day. Each classroom has a Promethean Board, all students in grades TK-K have been given one to one devices (IPad) to enhance instruction. First through fifth grades have one to one devices-Chromebooks for daily use.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	89
Grade 2	69
Grade 3	83
Grade 4	93
Grade 5	85
Total Enrollment	506

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	17.4
Filipino	0.4
Hispanic or Latino	73.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	4.3
English Learners	20.2
Foster Youth	7.1
Homeless	0.0
Migrant	0.2
Socioeconomically Disadvantaged	86.6
Students with Disabilities	12.6

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)	20.60	100.00	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)	0.00	0.00	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	20.60	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)	19.60	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	19.60	100.00	902.00	100.00	279044.80	100.00

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

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

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

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

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	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	0.00

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 students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected	November 2022

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/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0

Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

A priority for Golden Poppy School is to provide a safe, secure and clean environment for learning . It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

Year and month of the most recent FIT report	June 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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	23	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	14	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	262	258	98.47	1.53	23.26
Female	139	138	99.28	0.72	21.01
Male	123	120	97.56	2.44	25.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	48	46	95.83	4.17	13.04
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	192	190	98.96	1.04	23.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	54	53	98.15	1.85	11.32
Foster Youth	13	13	100.00	0.00	30.77
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	223	98.24	1.76	21.97
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	42	100.00	0.00	9.52

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	262	258	98.47	1.53	17.83
Female	139	138	99.28	0.72	15.22
Male	123	120	97.56	2.44	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	48	46	95.83	4.17	8.70
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	192	190	98.96	1.04	18.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	54	53	98.15	1.85	5.66
Foster Youth	13	13	100.00	0.00	7.69
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	223	98.24	1.76	16.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	42	100.00	0.00	7.14

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	14.46	NT	13.34	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	84	83	98.81	1.19	14.46
Female	43	43	100	0	9.3
Male	41	40	97.56	2.44	20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	6.67
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100	0	15.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	12.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100	0	5.56

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	80.95	86.90	91.67	82.14	82.14

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

The parents of Golden Poppy School students are actively involved and interested in the operation of their school. The school has an active Parent Teacher Association (PTA) which meets on a regular basis and has a fully staffed executive board. School Site Council (SSC), which consists of teachers and parents, works on the critical issues within the budget and academic areas. The English Learners Advisory Committee (ELAC) meets monthly to discuss and give input on items that involve limited English speaking students and their progress towards reclassification. The African American Parent Advisory Committee (AAPAC). meets monthly in order to give input on items that involve our African American students and their progress towards social and academic success. Parents of children placed in the Gifted and Talented Education (GATE) program meet periodically throughout the year to provide input on program improvement and learn about enrichment opportunities offered for our high achieving students. . We have a Parent/Community Liaison who coordinates various volunteer activities, through a system of parents picking up materials to put together for teachers. We also have a Parent Community Center that is used to hold parent meetings, Latino Literacy workshops, and other parent workshops.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	573	544	163	30.0
Female	280	264	68	25.8
Male	293	280	95	33.9
American Indian or Alaska Native	3	3	1	33.3
Asian	3	3	1	33.3
Black or African American	114	106	26	24.5
Filipino	3	3	0	0.0
Hispanic or Latino	410	391	129	33.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	15	13	4	30.8
White	23	23	1	4.3
English Learners	117	109	31	28.4
Foster Youth	45	43	10	23.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	499	478	145	30.3
Students Receiving Migrant Education Services	1	0	0	0.0
Students with Disabilities	95	90	31	34.4

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	0.00	4.30	2.45
Expulsions	0.00	0.06	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	2.97	0.06	5.41	0.20	3.17
Expulsions	0.00	0.17	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.97	0.17
Female	1.07	0.00
Male	4.78	0.34
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.65	0.88
Filipino	0.00	0.00
Hispanic or Latino	0.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	1.71	0.00
Foster Youth	11.11	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.41	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.37	0.00

2022-23 School Safety Plan

The School Safety Committee meets on a monthly basis to evaluate the current safety plan, assess possible safety hazards, and obtain input from all stakeholders in the school. The District Safety Committee meets on a monthly basis and is attended by our site representative, Dr. Oliver (Assistant Principal). The School Safety plan is updated on an annual basis and can be updated as needed throughout the year based on input from site and district meetings. Our site holds monthly emergency drills monthly to ensure staff and students are aware of how to respond in a variety of emergency situations (i.e. fire, earthquake, school intrusion). We also discuss safety in our staff meetings and parent meetings to ensure all stakeholders are providing input. In addition, this year our site is in the beginning stages of implementing the Crisis Go app to alert all staff of emergencies that happen on site. Information was shared with staff and students in a staff meeting November 3, 2021. Student(s) have received new information about emergency terminology. Posters, procedures were provided to staff and students as well as COVID 19 procedures. Staff were informed of the county guidelines LPDH.

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	29		24	
1	29		21	
2	25	7	21	
3	23	7	21	
4	32		14	
5	31		21	

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	24	3	21	
1	28		21	
2	23	7	21	
3	24	7	21	
4	30		21	
5	31		21	

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	23	3	21	
1	30		21	
2	23		21	
3	28		21	
4	31		21	
5	28		21	

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	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	5.5

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	$9,430	$618	$8,812	$83,875
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	91.2	0.4
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	28.8	-4.0

2021-22 Types of Services Funded

Funded student services include the following:

Title I: Targeted academic assistance in language arts and/or math for students identified as "At Promise" via a range of assessments.

ELD: English Language Development for students identified as English Language Learners.

GATE: Enrichment programs are offered for identified students.

Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on individual needs of qualifying students.

RSP: Resource Support Program. Special Education Services are delivered on a pull out basis from the general education classroom to support student learning during the school day as specified in an Individual Education Plan (IEP).

Extended Learning Opportunities: After school programs are available to students for either remediation or enrichment.

Small Group Intervention: Intervention provided on a daily basis, either through pull out, using the 95% program or within the classroom with classroom teacher.

Daily Clinic: (Grizzly Greats) Intervention regrouping for 30 minutes per day to focus on specific learning needs.

Foster Youth: Supplemental educational services and school supplies for students living in foster placement.

Social Emotional Well-being- Social Emotional Support provider, provides counseling support either individually or in group. We also have a student interventionist that provides small group support and implementation of positive behavior support systems with students

Music: All students receive music instruction and 5th grade students learn to play instruments.

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	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet weekly within and across grade levels in Professional Learning Communities to plan and discuss instruction what they are doing and how to coordinate instruction. The Site Leadership Team, meets to discuss data and plan professional learning based on the needs of students. . 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, and research-based practices.
Teachers have been trained in Capturing Kids Hearts (1, 2, Process Champions). We also have teachers being trained in Positive Behavior Implementation System (PBIS).

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, Saturdays, and during the regular school day.

Training is also offered during the summer months on content specific and professional areas such as implementation of California State Standards, Teacher Leadership, English Language Arts, Mathematics workshops, and intervention programs. Administration training focuses on the development of learning communities, Site Based Leadership Teams, and the implementation of the California State Standards.

Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

Throughout the year site and district PD is offered to all of our staff members. At the school site level will offer about 10 PD days throughout the year to train staff on best practices. Days will be split with half day lesson study days and Capturing Kids Hearts training.

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	40	10	15