

Chaparral Prep Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



Chaparral
Prep
Academy

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	Chaparral Prep Academy
Street	37500 50th Street East
City, State, Zip	Palmdale, CA 93552
Phone Number	(661) 285-9777
Principal	Roxanne Dashti
Email Address	rdashti@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4455
County-District-School (CDS) Code	19648576106900

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

Palmdale School District Mission Statement

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential. The mission of Chaparral Prep Academy is in line with that of the district. Our mission 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.

Chaparral Prep Academy is a Transitional Kindergarten through 5th-grade school on a traditional school calendar, located in the city of Palmdale, California. Chaparral Prep Academy serves a diverse community and is located in a low socioeconomic area. The student mobility rate is approximately 18% and the actual attendance rate is approximately 97%. The district utilizes a data collection program that interfaces with Infinite Campus, our present data-based student information program, to assist with reducing the lag time of information when a student transfers within the district. This will help to ensure a continuous educational program for transient students. Chaparral Prep Academy houses eight state preschool classrooms on the campus. Access to a state preschool provides an opportunity for articulation between preschool and kindergarten staff, resulting in a stronger, more effective program to start our student's education.

Chaparral Prep Academy is currently using Local Progress Monitoring (LPM) assessments and Common Formative Assessments to periodically assist in driving instruction through the use of data analysis. This data will provide direction to determine the needs for student achievement, which will support learners who struggle as well as students who need challenging through enrichment. Chaparral Prep Academy is also currently using the California Assessment of Student Performance and Progress (CAASPP) online system for state testing with the use of a computer adaptive test called Smarter Balanced Assessment. We are committed to developing Professional Learning Communities and implementing Common Core State Standards to meet the needs of all students. Student academic achievement is our focus. This focus is centered around the four essential questions. What do we want students to know and be able to do? How will we know when they have achieved it? What will we do when they don't? What will we do when they have?

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	85
Grade 2	88
Grade 3	111
Grade 4	95
Grade 5	92
Total Enrollment	566

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	12.0
Filipino	0.2
Hispanic or Latino	81.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	4.4
English Learners	25.4
Foster Youth	2.7
Homeless	0.0
Migrant	0.7
Socioeconomically Disadvantaged	94.9
Students with Disabilities	13.8



A. Conditions of Learning

State Priority: Basic

- The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
 - Pupils have access to standards-aligned instructional materials; and
 - School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	91.68	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	4.00	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	1.00	4.32	50.10	5.56	18854.30	6.86
Total Teaching Positions	25.00	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)	18.80	85.86	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)	3.00	13.64	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	0.10	0.45	27.30	3.03	15831.90	5.67
Total Teaching Positions	22.00	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	1.00	2.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	3.00

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	4.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	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
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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

School Facility Conditions and Planned Improvements

Data reported is the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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	26	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	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	301	300	99.67	0.33	25.67
Female	152	152	100.00	0.00	31.58
Male	149	148	99.33	0.67	19.59
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	35	35	100.00	0.00	25.71
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	244	243	99.59	0.41	25.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	75	75	100.00	0.00	14.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	280	279	99.64	0.36	26.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	66	98.51	1.49	3.03

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	300	297	99.00	1.00	22.56
Female	152	152	100.00	0.00	23.03
Male	148	145	97.97	2.03	22.07
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	35	35	100.00	0.00	17.14
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	243	240	98.77	1.23	22.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	31.25
English Learners	75	73	97.33	2.67	9.59
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	279	276	98.92	1.08	22.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	65	97.01	2.99	3.08

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	14.43	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	98	97	98.98	1.02	14.43
Female	41	41	100	0	17.07
Male	57	56	98.25	1.75	12.5
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	13.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	91	98.91	1.09	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	0

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	97.94	97.94	97.94	97.94	97.94

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

Parental involvement is encouraged at our site. There are a number of ways to become involved including the ELAC -English Language Advisory Committee, DELAC, AAPAC -African American Parent Advisory Council, School Site Council, Family Latino Literacy, PTA, Parenting Partners, Computer Classes, Craft Workshops, and Volunteering opportunities.

Chaparral Prep Academy is also actively pursuing improving its PTA participation through an active and continual recruitment program. We value our parents and encourage participation.

Communication between home and school is a priority. Chaparral Prep Academy uses the Parent Square, Facebook, Twitter, parent workshops, home visits, Chaparral Prep Academy website, and school newsletters to keep parents updated on school activities and events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	661	628	241	38.4
Female	320	305	115	37.7
Male	341	323	126	39.0
American Indian or Alaska Native	2	1	0	0.0
Asian	2	1	0	0.0
Black or African American	84	78	41	52.6
Filipino	1	1	0	0.0
Hispanic or Latino	534	510	184	36.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	4	80.0
White	29	28	12	42.9
English Learners	169	162	59	36.4
Foster Youth	29	22	9	40.9
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	621	594	232	39.1
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	120	114	54	47.4

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	0.93	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	1.06	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.63	0.00
Male	1.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.75	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	0.59	0.00
Foster Youth	6.90	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Chaparral Prep Academy is committed to providing a safe environment for students, staff, and community members. We maintain a secure campus with access limited through the main office entrance. The campus employees are provided with a Safety/Disaster Plan, evacuation maps that are instructed on how to handle various safety and emergency situations.

Our staff meets frequently to review and address safety concerns, and a site representative attends monthly District Safety Committee meetings. Target Solutions and ALICE Training is also provided for our staff. Safety drills are held monthly to help prepare students and staff in responding to emergency situations.

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	25	3	28	
1	25		28	
2	28		21	
3	24	7	21	
4	25	7	28	
5	25	7	28	

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	21	10	21	
1	24	7	21	
2	25	7	21	
3	24	7	21	
4	25	7	21	
5	27	7	28	

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	10		7
1	28		21	
2	29		21	
3	28	7	1	7
4	24	7	21	
5	23	7	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	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	2.5

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	\$9,539	\$651	\$8,888	\$84,677
District	N/A	N/A	\$3,294	\$83,539
Percent Difference - School Site and District	N/A	N/A	91.8	1.4
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	29.6	-3.0

2021-22 Types of Services Funded

The types of services funded to improve student achievement include: Gifted and Talented Education, After School Programs, Reading Support, a Learning Support Teacher, Technology Training, Staff Development Opportunities, Professional Development, and conferences.

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 frequently within and across grade levels in lesson study and grade-specific institutes to plan and discuss what they are doing and how to coordinate instruction. 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, 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. Courses are offered throughout the year on weeknights and Saturdays.

Training is also offered during the summer months in content-specific and professional areas such as AVID, Teacher Leaders, English Language Arts, Mathematics Workshops, and intervention programs. Administration training focuses on the development of Professional Learning Communities and Capturing Kids Hearts.

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.

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	2	2	5