

San Luis Coastal Unified School District

C.L. Smith Elementary School

TK through Grade 6

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2021-2022 School Accountability Report Card *Published During 2022-2023*

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| <p>BOARD OF EDUCATION DEC 2022-NOV 2023</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Eve Dobler-Drew Chris Ungar</p> | <p><i>Our Vision</i></p> <p>San Luis Coastal prepares each student for a life of purpose.</p> <p>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</p> <p><i>Our Mission</i></p> <p>San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</p> | <p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Diane Frost Assistant Superintendent Educational Services</p> |
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The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District’s future.

2021-2025:

All Means All: All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

Respect and Integrity: Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

Collaboration and Civil Discourse: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

Culture of Care and Safety: Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students’ voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

Continuous Improvement: Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

I. Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

II. About C. L. Smith Elementary School

School Description and Mission Statement

C.L. Smith Elementary has been meeting the needs of students in preschool through sixth grade since 1962. It is a neighborhood school where students and parents can be seen walking and riding bikes to school. The school encompasses a vast geographical area and serves the needs of a diverse population. Each student is valued for their unique contribution to our family. Parents and teachers are committed to providing the very best for our students.



Our mission states: *"C.L. Smith is a school in which families, staff, and community celebrate our diversity and collaborate to achieve academic excellence in a caring, safe environment where the intellectual, social, and emotional needs of its students and staff are nurtured, and where children are prepared to become productive, responsible citizens and lifelong learners."*

Opportunities for Parental Involvement

All families are invited and encouraged to become informed, involved, and empowered with our school. Weekly newsletters, translated into Spanish, provide updates to keep parents current on what is happening at school. Teachers utilize class newsletters and classroom blogs to keep parents informed on instruction, homework, and upcoming events. EL/Title I Family Night, presented in both English and Spanish, informs parents of the variety of services available to help their child succeed. Parents are encouraged to give feedback to the school in a variety of ways. The results of a yearly school improvement survey are used to evaluate effectiveness and make appropriate changes. The School Site Council, made up of parents, teachers, and other staff members, meet four times per year to monitor our Single Plan for Student Achievement. Parents are encouraged to e-mail, call, or meet with the principal directly with concerns, compliments, and ideas. Our PTA meets monthly to plan activities and fund raisers to support our school program. Our ELAC (English Learner Advisory Committee) meets four times a year and provides a forum for parents to learn about school programs and express concerns directly related to the needs of English Learners. The ELAC meetings are run in Spanish with English translation available. Parent volunteers are always welcome to support the school by spending time in classrooms or working on projects in the office. For further information, please call C.L. Smith Elementary School, 805-596-4094.

Enrollment by Grade Level (2021-2022)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Preschool | 15* |
| Transitional K | 24 |
| Kindergarten | 57 |
| Grade 1 | 59 |
| Grade 2 | 63 |
| Grade 3 | 65 |
| Grade 4 | 50 |
| Grade 5 | 58 |
| Grade 6 | 48 |
| Total Enrollment | 424 |

*Preschool is not listed as part of the data

Enrollment by Group (2021-2022)

| Group | Percent of Enrollment |
|----------------------------------|-----------------------|
| Male | 50% |
| Female | 50% |
| Non-binary | 0% |
| African American | 3% |
| American Indian or Alaska Native | 1% |
| Asian | 3% |
| Hispanic or Latino | 40% |
| Pacific Islander | 0% |
| Filipino | 1% |
| White (not Hispanic) | 47% |
| Two or More | 5% |
| Socioeconomically Disadvantaged | 59% |
| English Learners | 16% |
| Foster Youth | 2% |
| Homeless | 10% |
| Students with Disabilities | 19% |

Average Class Size and Class Size Distribution (Elementary)

The following table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2019-20 | | | 2020-21 | | | 2021-22 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| T - K | 22 | | 1 | | 10 | 1 | | | 24 | | 1 | |
| K | 21 | 1 | 2 | | 16 | 2 | 2 | | 20 | 3 | 1 | |
| 1 | 22 | | 3 | | 20 | 1 | 2 | | 18 | 3 | | |
| 2 | 22 | | 2 | | 14 | 4 | | | 20 | 2 | 1 | |
| 3 | 28 | | 2 | | 20 | 2 | | | 21 | 1 | 2 | |
| 4 | 23 | 1 | 1 | | 18 | 1 | 2 | | 25 | | 2 | |
| 5 | 23 | 1 | 1 | | 21 | | 2 | | 28 | | 2 | |
| 6 | 26 | | 2 | | 22 | 1 | 1 | | 24 | | 2 | |

III. School Climate

School Safety Plan

There is a focus on student safety, health, and well-being as evidenced by our Safe School Plan developed and annually reviewed by parents, teachers, counselor, and principal. The team meets and problem solves safety issues related to pedestrian, auto, physical, and student interactions. The team reviews school rules and conducts a yearly walk-through of the school facility to identify potential safety hazards. Students are taught safety in the classroom and on the playground. Our Principal revises our emergency plan each year and reviews it with all staff. Monthly fire drills, quarterly duck-and-cover drills, and twice-a-year lockdown drills provide staff and students with the confidence needed in the event of a real emergency. In addition, our local fire department presents a fire safety assembly to all students in grades K through 6. The entire school participates in a bicycle safety program sponsored by the local police. Our plan was last updated in August 2022.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| Suspensions | 0% | 1.41% | 1.71% | 0.41% | 1.76% | 3.36% | 0.2% | 2.45% | 3.17% |
| Expulsions | 0% | 0% | 0% | 0% | 0.11% | 0.04% | 0% | 0.05% | 0.07% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years. Data collected during the 2020-2021 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.

Suspensions (Column 1) and Expulsions (Column 2) by Student Group (School Year 2021-2022) Chronic Absenteeism by Student Group (School Year 2021-2022) (Columns 3-6)

| Group % of Enrollment | Suspensions | Expulsions | Enrollment | Eligible Enrollment | Chronic Absent Count | Chronic Absent. Rate % |
|----------------------------------|-------------|------------|------------|---------------------|----------------------|------------------------|
| All Students | 1.71% | % | 467 | 459 | 144 | 31.4% |
| Male | 3.48% | % | 230 | 228 | 76 | 33.3% |
| Female | 0% | % | 237 | 231 | 68 | 29.4% |
| Non-binary | % | % | | | | % |
| African American | % | % | 13 | 13 | 2 | 15.4% |
| American Indian or Alaska Native | 5.56% | % | 2 | 2 | 1 | 50% |
| Asian | % | % | 18 | 18 | 4 | 22.2% |
| Filipino | % | % | 2 | 2 | 0 | 0% |
| Hispanic or Latino | 1.59% | % | 189 | 184 | 71 | 38.6% |
| Pacific Islander | % | % | | | | % |
| White (not Hispanic) | 1.85% | % | 216 | 214 | 61 | 28.5% |
| Two or more | % | % | 25 | 25 | 4 | 16% |
| Socioeconomically Disadvantaged | 2.58% | % | 271 | 265 | 100 | 37.7% |
| English Learners | 3.8% | % | 79 | 76 | 30 | 39.5% |
| Foster Youth | % | % | 10 | 10 | 4 | 40% |
| Homeless | 2.13% | % | 47 | 46 | 20 | 43.5% |
| Students with Disabilities | 1.92% | % | 104 | 102 | 51 | 50% |

IV. School Facilities

Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <https://www.slcsd.org/departments/bgt/facility-planning>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Age of School Buildings

C.L. Smith School has 29 classrooms, a multipurpose room, a library and an office. The main campus was built in 1962 and additions in 1963, 1970, 1997 and 2018.

Maintenance and Repair

The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Year and month of the most recent FIT report: 11/15/22

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|--|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | Action taken or planned is tracked with School Dude |
| Interior: Interior Surfaces | ✓ | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | ✓ | | | |
| Electrical: Electrical | ✓ | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | ✓ | | | |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | |
| Structural: Structural Damage, Roofs | ✓ | | | |
| External: Playground, School Grounds, Windows, Doors, Gates, Fences | ✓ | | | |
| Overall Rating | ✓ | | | |

V. Teachers

Teacher Preparation and Placement (School Year 2020-2021)

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

| Authorization/Assignment | School # | School % | District # | District % | State # | State % |
|---|----------|----------|------------|------------|-----------|---------|
| Fully credentialed for subject and student placement | 20.30 | 87.14 | 356.10 | 89.33 | 228366.10 | 83.12 |
| Intern credential holders properly assigned | 0 | 0 | 1 | 0.25 | 4205.90 | 1.53 |
| Teachers without credentials and misassignments | 1 | 4.29 | 4.5 | 1.15 | 11216.7 | 4.08 |
| Credentials teachers assigned out-of-field | 0 | 0 | 9.2 | 2.33 | 12115.80 | 4.41 |
| Unknown | 2 | 8.58 | 27.6 | 6.94 | 18854.30 | 6.86 |
| Total Teaching Positions | 23.30 | 100 | 398.60 | 100 | 274759.10 | 100 |

Teacher Preparation and Placement (School Year 2021-2022) The following information will not be available for publishing on January 31, 2023. Date of release TBD by CDE.

| Authorization/Assignment | School # | School % | District # | District % | State # | State % |
|--|----------|----------|------------|------------|---------|---------|
| Fully credentialed for subject and student placement | | | | | | |
| Intern credential holders properly assigned | | | | | | |
| Teachers without credentials and misassignments | | | | | | |
| Credentials teachers assigned out-of-field | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Teachers without credentials and misassignments

| Authorization/Assignment | 2020-2021 | 2021-2022 |
|--|-----------|-----------|
| Permits and Waivers | 0 | |
| Misassignments | 1 | |
| Vacant Positions | 0 | |
| Total Teachers without credentials and misassignments | 1 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Credentialed Teachers Assigned Out-of-Field

| Indicator | 2020-2021 | 2021-2022 |
|--|-----------|-----------|
| Credentialed teachers authorized on a Permit or Waiver | 0 | |
| Local assignment options | 0 | |
| Total Out-of-field teachers | 0 | |
| Misassignments for English learners | 3 | |
| No credential, permit or authorization to teach | 3.40 | |

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

VI. Support Staff

Academic Counselors and Other Support Staff (2021-2022)

The following table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Counselor |
|---|----------------------------------|--|
| Counselor | 1 | 424 |
| Library Media Teacher (librarian) | | |
| Library Media Services Staff (paraprofessional) | 1 | |
| Psychologist | 0.65 | |
| Nurse | 0.56 | |
| Speech/Language/Hearing Specialist | 1.07 | |
| Adaptive Physical Education | | |
| Occupational Therapist | 0.2 | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2022-2023)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

| Core Curriculum Areas | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|--|--|--|
| Reading/Language Arts | 1 per student | 0 |
| Mathematics | 1 per student | 0 |
| Science | 1 per student | 0 |
| History/Social Science | 1 per student | 0 |
| Foreign Language | 1 per student | 0 |
| Health | 1 per student | 0 |
| Visual and Performing Arts | Sufficient Instructional Materials | 0 |
| Science Laboratory Equipment (Grades 9-12) | Sufficient Instructional Materials | 0 |

K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

| Subject | Adopted | Grade Levels | Publisher | Title |
|------------------------|---------|----------------|---------------------------------|--|
| Reading/Language Arts | 2016 | K-6 (6th City) | Heinemann | <i>Units of Study for Teaching Reading/Writing</i> |
| | 2019 | K-2 | Heinemann | <i>Phonics Units of Study</i> |
| | 2022 | 6(LOMS), 7,8 | Houghton Mifflin Harcourt | <i>Into Literature</i> |
| Mathematics | 2014 | K-2 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2015 | 3-5 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2016 | 6 | College Preparatory Mathematics | <i>Core Connections, Course 1</i> |
| | 2016 | 7 | College Preparatory Mathematics | <i>Core Connections, Course 2</i> |
| | 2016 | 8 | College Preparatory Mathematics | <i>Core Connections, Course 3</i> |
| History/Social Science | 2007 | K-5 | Houghton Mifflin | <i>Houghton Mifflin History/Social Science</i> |
| | 2020 | 6 | National Geographic Learning | <i>World History: Ancient Civilizations</i> |
| | 2020 | 7 | National Geographic Learning | <i>World History: Medieval and Early Modern Times</i> |
| | 2020 | 8 | National Geographic Learning | <i>US History: American Stories, Beginnings to World War I</i> |
| Science | 2016 | K-5 | Delta Education | <i>FOSS Next Generation</i> |
| | 2020 | 6 | Delta Education | <i>FOSS Next Generation</i> |
| | 2020 | 7 | Delta Education | <i>FOSS Next Generation</i> |
| | 2020 | 8 | Delta Education | <i>FOSS Next Generation</i> |

9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|------------------------|--------------|--------------|---------------------------------------|---|
| English | 2022 | 9-11 | Houghton Mifflin Harcourt | <i>Into Literature</i> |
| | 2015 | 12 | CSU (The California State University) | <i>ERWC 3.0</i> |
| Mathematics | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra I</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Geometry</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra II</i> |
| | 2015 | 9-12 | W.H. Freeman and Company/BFW | <i>The Practice of Statistics, 5th Edition</i> |
| | 2022 | 9-12 | Pearson/Savvas | <i>Precalculus, 7th Edition (Blitzer)</i> |
| | 2022 | 9-12 | Pearson/Savvas | <i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB & BC Edition)</i> |
| History/Social Science | 2019 | 10 | Houghton Mifflin Harcourt | <i>Modern World History: California Edition</i> |
| | 2019 | 10-12 | Cengage | <i>Western Civilization Since 1300 (AP)</i> |
| | 2019 | 11 | Houghton Mifflin Harcourt | <i>American History, Reconstruction to the Present</i> |
| | 2019 | 12 | Pearson/Savvas | <i>Magruder's American Government</i> |
| | 2020 | 12 | Bedford, Freeman & Worth | <i>American Government: Stories of a Nation (AP)</i> |
| Science | 2018 | 9 | Lab-Aids | <i>Science and Global Issues: Biology, 2nd Edition</i> |
| | 2021 | 9-12 | Pearson Education | <i>Biology (AP Edition)</i> |
| | 2020 | 10 | Houghton Mifflin Harcourt | <i>California HMH Science Dimensions Chemistry in the Earth System</i> |
| | 2014 | 11-12 | Pearson/Savvas | <i>College Physics: A Strategic Approach, 3rd Edition (AP Edition)</i> |

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|--------------------------|------------------------|
| Health | 2006 | 9 | Holt, Rinehart & Winston | <i>Lifetime Health</i> |

World Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|---------|--------------|--------------|------------------------------|---|
| Spanish | 2018 | 9-12 | Vista Higher Learning | <i>Senderos, Levels 1-4</i> |
| | 2018 | 9-12 | Holt McDougal Online | <i>Abriendo puertas: Ampliando perspectivas</i> |
| | 2013 | 9-12 | Pearson | <i>Reflexiones: Introducción a la literatura hispánica (AP Edition)</i> |
| | 2020 | 9-12 | McGraw-Hill | <i>Tu Mundo: Espanol Sin Fronteras, 2nd Edition</i> |
| French | 2018 | 9-12 | Vista Higher Learning | <i>D'accord! Langue et Culture du Monde Francophone, Levels 1-3</i> |
| Latin | 2012 | 9-12 | Cambridge | <i>Cambridge Latin Course, North American, 4th Edition</i> |
| | 2012 | 9-12 | Bolchazy-Carducci Publishers | <i>Aeneid Books I-VI and Selections from Julius Caesar's Commentarii de bello gallico</i> |
| ASL | 2008 | 9-12 | Dawn Sign Press | <i>Signing Naturally</i> |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-2021)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$16,342 | \$6,088 | \$10,254 | \$74,071 |
| District | | | \$15,068 | \$82,252 |
| Percent Difference - School Site and District | | | -31.95% | -9.95% |
| State | | | \$6,594 | \$85,128 |
| Percent Difference - School Site and State | | | 55.51% | -12.99% |

Types of Services Funded (2021-2022)

Funded services include instructional, transportation, operations, and administrative. Some of the programs funded by state and federal resources that enable the district to provide services to support student achievement and well-being are:

| | |
|------------------------------|---|
| Career Technical Education | Limited English Proficiency, Title III |
| College Readiness | Special Education |
| English Language Instruction | Title I, Title IV Student Support & Academic Enrichment |
| Homeless Child Education | Vocational Education |
| Lottery | Lowest Performing Student Block Grant |

Teacher and Administrative Salaries (Fiscal Year 2020-2021)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Avg For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49367 | \$52478 |
| Mid-Range Teacher Salary | \$73737 | \$80810 |
| Highest Teacher Salary | \$103731 | \$101276 |
| Average Principal Salary (Elementary) | \$132578 | \$127080 |
| Average Principal Salary (Middle) | \$149211 | \$134264 |
| Average Principal Salary (High) | \$166847 | \$147200 |
| Superintendent Salary | \$228449 | \$242351 |
| % of Budget for Teacher Salaries | 30.09% | 33% |
| % of Budget for Admin Salaries | 5.18% | 6% |

IX. Student Performance

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 21-22)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2020-21 | 2021-22 | 2020-21 | 2021-22 | 2020-21 | 2021-22 |
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 56 | N/A | 64 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 49 | N/A | 56 | N/A | 33 |

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-a9 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 228 | 226 | 99 | 56 |
| Male | 115 | 114 | 99 | 54 |
| Female | 113 | 112 | 99 | 57 |
| Asian | 11 | 9 | 82 | -- |
| Hispanic or Latino | 101 | 101 | 100 | 39 |
| White | 96 | 96 | 100 | 73 |
| Two or More Races | 12 | 12 | 100 | 58 |
| Socioeconomically Disadvantaged | 138 | 138 | 100 | 42 |
| English Learners | 34 | 32 | 94 | 16 |
| Students with Disabilities | 47 | 47 | 100 | 20 |

Note: ELA/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 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.

Note: 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 Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 228 | 227 | 99.56 | 49 |
| Male | 115 | 115 | 100 | 55 |
| Female | 113 | 112 | 99 | 43 |
| Asian | 11 | 11 | 100 | 45 |
| Hispanic or Latino | 101 | 100 | 99 | 32 |
| White | 96 | 96 | 100 | 66 |
| Two or More Races | 12 | 12 | 100 | 42 |
| Socioeconomically Disadvantaged | 138 | 138 | 100 | 36 |
| English Learners | 34 | 33 | 97 | 21 |
| Students with Disabilities | 47 | 47 | 100 | 13 |

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (5 th grade) | 19.51 | 38.89 | 42.48 | 45.40 | 28.5 | 29.47 |

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 21-22)**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 55 | 54 | 98 | 38.89 |
| Male | 25 | 24 | 96 | 37.50 |
| Female | 30 | 30 | 100 | 40 |
| Asian | 4 | 4 | 100 | -- |
| Hispanic or Latino | 23 | 23 | 100 | 17.39 |
| White | 23 | 22 | 96 | 54.55 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 35 | 34 | 97 | 35.29 |
| English Learners | -- | -- | ---- | -- |
| Students with Disabilities | 12 | 12 | 100 | 16.67 |

California Physical Fitness Test Results (2021-22)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Student Participation Rate for each component by grade level | | | | |
|-------------|--|----------------------------------|--------------------------------|-----------------------------------|-------------|
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 5 | 90% | 89.6% | 90.3% | 86.1% | 89.8% |

Note: Due to the COVID-19 pandemic, the physical fitness test was suspended during the 2020-2021 school year and therefore no data are reported.

X. Instructional Planning and Scheduling

Professional Development

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

| Measure | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 32/19 | 55/39 | 45/27 |

Note: Full days/partial days



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.