San Luis Coastal Unified School District

Del Mar Elementary School

Transitional Kindergarten
through Grade 5

Michael Wood, Principal

E-mail: mwood@slcusd.org

501 Sequoia Street
Morro Bay, CA 93442

Phone: (805) 771-1858
Fax: (805) 772-0859
CDS Code: 40-68809-6043210
Website: dm.slcusd.org

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

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DEC 2022-NOV 2023**

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Our Vision
San Luis Coastal prepares each student for a life of purpose.

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.

Our Mission
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.

DISTRICT OFFICE

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

Eric Prater, Ed. D.
Superintendent

Ryan Pinkerton
Assistant Superintendent
Business Services

Diane Frost
Assistant Superintendent
Educational Services

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://dq.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 Del Mar Elementary School

School Description and Mission Statement

Del Mar is a proud recipient of the 2018 and 2020 California Distinguished School Award, which recognizes schools for outstanding performance and progress closing the achievement gap on the state indicators, as specified in the California School Dashboard. Del Mar is also the recipient of the 2022 California Pivotal Practice Award, which recognizes schools who have demonstrated innovative and exceptional work when California required schools to offer distance learning. We are a TK-5 elementary school located in the City of Morro Bay. The school overlooks the Pacific Ocean to the west and the Santa Rosa and Coastal Range of mountains to the east. The Del Mar school community focuses on the academic, social, and emotional success of every student. The school meets the needs of all learners through strong core academic programs in language arts and math, highly developed intervention programs for at-risk students, as well as opportunities for acceleration. Our K – 5th grade students have open access to our amazing iInnovate lab and the STEAM-centered activities there. Our school partners with Children's Creative Project to provide art lessons in our K-5 classes. Students have opportunities to participate in activities such as Student Council, Drama Club, Chess Club, Spanish Club, Running Club, Variety Show, and Noontime Sports during a typical school year. Del Mar Elementary School is a source of pride in our community.

Our Mission Statement is:
Del Mar Elementary School will provide all children with the skills to become responsible, healthy members of a growing and changing world. In order to achieve our mission, we create a nurturing, educational environment in which the staff, parents, and community form a partnership to promote student academic excellence, self-esteem, social responsibility, solid literacy skills, and a lifelong love of learning.

Opportunities for Parental Involvement

Del Mar is a proud recipient of the 2018 and 2020 California Distinguished School Award, which recognizes schools for outstanding performance and progress closing the achievement gap on the state indicators, as specified in the California School Dashboard. Del Mar is also the recipient of the 2022 California Pivotal Practice Award, which recognizes schools who have demonstrated innovative and exceptional work when California required schools to offer distance learning. We are a TK-5 elementary school located in the City of Morro Bay. The school overlooks the Pacific Ocean to the west and the Santa Rosa and Coastal Range of mountains to the east. The Del Mar school community focuses on the academic, social, and emotional success of every student. The school meets the needs of all learners through strong core academic programs in language arts and math, highly developed intervention programs for at-risk students, as well as opportunities for acceleration. Our K – 5th grade students have open access to our amazing iInnovate lab and the STEAM-centered activities there. Our school partners with Children's Creative Project to provide art lessons in our K-5 classes. Students have opportunities to participate in activities such as Student Council, Drama Club, Chess Club, Spanish Club, Running Club, Variety Show, and noontime Sports during a typical school year. Del Mar Elementary School is a source of pride in our community.

Enrollment by Grade Level (2021-2022)

Grade Level	Number of Students
Transitional K	18
Kindergarten	60
Grade 1	50
Grade 2	49
Grade 3	47
Grade 4	41
Grade 5	43
Total Enrollment	308

Enrollment by Group (2021-2022)

Group	Percent of Enrollment
Male	54%
Female	46%
Non-binary	0%
African American	0%
American Indian or Alaska Native	1%
Asian	2%
Filipino	1%
Hispanic or Latino	28%
White (not Hispanic)	60%
Two or More	8%
Socioeconomically Disadvantaged	61%
English Learners	11%
Homeless	14%
Students with Disabilities	17%

Average Class Size and Class Size Distribution (Elementary)
This 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 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2020-21 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2021-22 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
TK	23		1		16	1			16	1		
K	26		2		21		2		16	1		
1	24		2		23		2		23		2	
2	26		2		23		3		22	1	1	
3	20	3			28		2		24		2	
4	24		2		32		2		21	1	1	
5	29		2		29		2		22		2	
6												

III. School Climate

School Safety Plan
The School Safety Plan includes guidelines for all kinds of emergency and disaster situations: fire, earthquake, flood, nuclear disaster, lockdown, campus intruder, bomb threat, emergency evacuation, spill, bloodborne pathogens, intruder, and critical incident. Del Mar's Safety Plan was last reviewed and updated in October 2022, and it is reviewed monthly with staff during emergency practice drills and inservices.

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 2019-20	2020-21	2021-22	District 2019-20	2020-21	2021-22	State 2019-20	2020-21	2021-22
Suspensions	0%	0.55%	0.31%	0.024%	1.76%	3.36%	0.2%	2.45%	3.17%
Expulsions	0%	0%	0%	0.0013%	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	0.31%	0%	322	319	119	37.3%
Male	0.58%	0%	171	171	59	34.5%
Female	%	0%	151	148	60	40.5%
Non-binary	%	0%				%
African American	%	0%				%
American Indian or Alaska Native	%	0%	3	3	1	33.3%
Asian	%	0%	6	6	2	33.3%
Filipino	%	0%	2	2	1	50%
Hispanic or Latino	%	0%	94	93	42	45.2%
Pacific Islander	%	0%				%
White (not Hispanic)	%	0%	189	187	62	33.2%
Two or more	3.7%	0%	27	27	10	37%
Socioeconomically Disadvantaged	0.49%	0%	204	203	93	45.8%
English Learners	%	0%	34	34	19	55.9%
Foster Youth	%	0%	1	1	1	100%
Homeless	1.18%	0%	85	84	50	59.5%
Students with Disabilities	%	0%	65	65	32	49.2%

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.slcusd.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
Del Mar has 27 classrooms, a multipurpose room, a library and an office. The main campus was built in 1961; additions were constructed in 1966 and 1997.

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: 10/27/22

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

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	18.40	100	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	0	0	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	0	0	27.6	6.94	18854.30	6.86
Total Teaching Positions	18.40	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	9	90	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	0.96	4853	1.74
Teachers without credentials and misassignments	0	0	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	0	0	13.40	3.24	11953.10	4.28
Unknown	2	10	20	4.83	15831.90	5.67
Total Teaching Positions	20	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

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

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	0
Local assignment options	0	0
Total Out-of-field teachers	0	0
Misassignments for English learners	0	0
No credential, permit or authorization to teach	0	0

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)
This 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	1.4	308
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	*Units of Study for Teaching Reading/Writing*
	2019	K-2	Heinemann	*Phonics Units of Study*
	2022	6(LOMS), 7,8	Houghton Mifflin Harcourt	*Into Literature*
Mathematics	2014	K-2	Math Learning Center	*Bridges, 2nd Edition*
	2015	3-5	Math Learning Center	*Bridges, 2nd Edition*
	2016	6	College Preparatory Mathematics	*Core Connections, Course 1*
	2016	7	College Preparatory Mathematics	*Core Connections, Course 2*
	2016	8	College Preparatory Mathematics	*Core Connections, Course 3*
History/Social Science	2007	K-5	Houghton Mifflin	*Houghton Mifflin History/Social Science*
	2020	6	National Geographic Learning	*World History: Ancient Civilizations*
	2020	7	National Geographic Learning	*World History: Medieval and Early Modern Times*
	2020	8	National Geographic Learning	*US History: American Stories, Beginnings to World War I*
Science	2016	K-5	Delta Education	*FOSS Next Generation*
	2020	6	Delta Education	*FOSS Next Generation*
	2020	7	Delta Education	*FOSS Next Generation*
	2020	8	Delta Education	*FOSS Next Generation*

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	*Into Literature*
	2015	12	CSU (The California State University)	*ERWC 3.0*
Mathematics	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra I*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Geometry*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra II*
	2015	9-12	W.H. Freeman and Company/BFW	*The Practice of Statistics, 5th Edition*
	2022	9-12	Pearson/Savvas	*Precalculus, 7th Edition (Blitzer)*
	2022	9-12	Pearson/Savvas	*Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB & BC Edition)*
History/Social Science	2019	10	Houghton Mifflin Harcourt	*Modern World History: California Edition*
	2019	10-12	Cengage	*Western Civilization Since 1300 (AP)*
	2019	11	Houghton Mifflin Harcourt	*American History, Reconstruction to the Present*
	2019	12	Pearson/Savvas	*Magruder's American Government*
	2020	12	Bedford, Freeman & Worth	*American Government: Stories of a Nation (AP)*

Science	2018	9	Lab-Aids	*Science and Global Issues: Biology, 2ⁿ Edition*
	2021	9-12	Pearson Education	*Biology (AP Edition)*
	2020	10	Houghton Mifflin Harcourt	*California HMH Science Dimensions Chemistry in the Earth System*
	2014	11-12	Pearson/Savvas	*College Physics: A Strategic Approach, 3rd Edition (AP Edition)*

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	*Lifetime Health*

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

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	$16,020	$5,258	$10,762	$80,892
District			$15,068	$82,252
Percent Difference - School Site and District			-28.58%	-1.65%
State			$6,594	$85,128
Percent Difference - School Site and State			63.21%	-4.98%

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. 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	44	N/A	64	N/A	47
Mathematics (grades 3-8 and 11)	N/A	48	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	131	131	100	43.51
Male	67	67	100	34.33
Female	64	64	100	53.13
Asian	4	4	100	--
Hispanic or Latino	33	33	100	30.30
White	78	78	100	47.44
Two or More Races	14	14	100	42.86
Socioeconomically Disadvantaged	87	87	100	34.48
English Learners	8	8	100	--
Students with Disabilities	15	15	100	5.56

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	131	129	98	48.06
Male	67	67	100	52.24
Female	64	62	97	43.55
Asian	4	4	100	--
Hispanic or Latino	33	32	97	31.25
White	78	77	99	50.65
Two or More Races	14	14	100	71.43
Socioeconomically Disadvantaged	87	85	98	40
English Learners	--	--	--	--
Students with Disabilities	18	18	100	16.67

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 (5th grade)	10.64	30.23	42.48	45.40	28.5	29.47

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	43	100	30.23
Male	18	18	100	22.22
Female	25	25	100	36
Asian				
Hispanic or Latino	--	--	--	--
White	27	27	100	25.93
Two or More Races	7	7	100	--
Socioeconomically Disadvantaged	27	27	100	33.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	55/39	59/43	45/27

Note: Full days/partial days