

Baldwin (Julia) Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 280 Martinvale Ln.
San Jose, CA , 95119-
1840

Principal: Kristine Loeper

Phone: (408) 226-3370

Grade
Span:

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 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.

About This School

Kristine Loeper

📍 Principal, Baldwin (Julia) Elementary

About Our School

Contact

Baldwin (Julia) Elementary
280 Martinvale Ln.
San Jose, CA 95119-1840

Phone: [\(408\) 226-3370](tel:(408)226-3370)

Email: kloeper@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408) 226-3370
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net
Website	https://baldwin.ogsd.net

School Contact Information (School Year 2022–23)

School Name	Baldwin (Julia) Elementary
Street	280 Martinvale Ln.
City, State, Zip	San Jose, CA , 95119-1840
Phone Number	(408) 226-3370
Principal	Kristine Loeper
Email Address	kloeper@ogsd.net
Website	https://baldwin.ogsd.net
County-District-School (CDS) Code	43696256095400

Last updated: 1/25/23

School Description and Mission Statement (School Year 2022–23)

Baldwin Elementary empowers all students to embrace learning while fostering an inclusive, compassionate and nurturing environment where all students achieve their personal best and build their social-emotional and physical well-being. The fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level while building and maintaining their socio-emotional well being.

Our focus on effective teaching, capable instructional leadership, strong relationships and the commitment to the socioemotional development of our students, expresses our collective responsibility for student learning and motivates us all. Together in partnership with our families and community at large, we can ensure that every student reaches their full potential.

We work closely with our educational partners throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

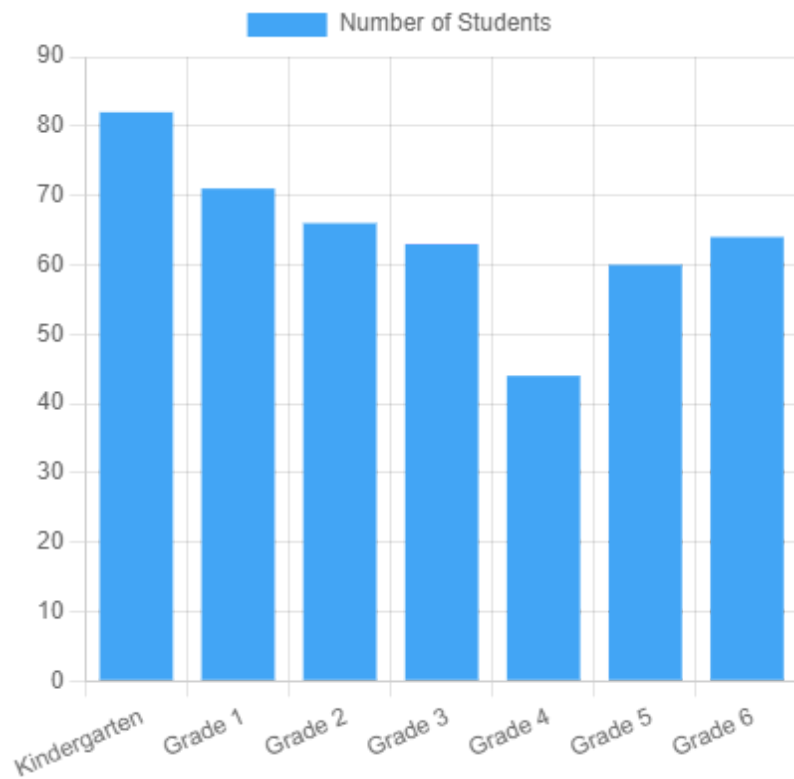
Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement. School Accountability Report Card

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	82
Grade 1	71
Grade 2	66
Grade 3	63
Grade 4	44
Grade 5	60
Grade 6	64
Total Enrollment	450



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	24.40%
Black or African American	3.30%
Filipino	5.80%
Hispanic or Latino	45.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.60%
Foster Youth	0.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	28.40%
Students with Disabilities	11.10%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	9.10%
White	10.70%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	95.42	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.58	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	0.74	12115.80	4.41
Unknown	0.00	0.00	22.40	5.32	18854.30	6.86
Total Teaching Positions	21.80	100.00	420.90	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.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/1/23

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

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

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning	Yes	0%
Mathematics	<p>6-8: College Prep Math (CPM) Adopted 2015</p> <p>K-5: EngageNY Adopted 2015, not SBE adopted, local board approved</p> <p>Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
and CCSS-related areas for which they were reviewed.			
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Baldwin Elementary has a large central building with classroom wings extended at the ends. The site also holds several classroom portable buildings.

Over the Summer '22, the site received a new HVAC chiller and various HVAC inspections and preventive maintenance work. The overall campus was found to be in Fair condition. The District looks forward to performing a large modernization of the campus including a new roof, HVAC system, and interior finishes thanks to the recent passing of Bond Measure P.

Last updated: 2/1/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Work orders generated to replace stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Work orders generated to address multiple relamps needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
----------------	-----------

Last updated: 2/1/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

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
English Language Arts / Literacy (grades 3-8 and 11)	N/A	43%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	40%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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.

Last updated: 1/25/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	230	95.04	4.96	42.61
Female	107	101	94.39	5.61	46.53
Male	135	129	95.56	4.44	39.53
American Indian or Alaska Native	0	0	0	0	0
Asian	60	57	95.00	5.00	64.91
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	112	105	93.75	6.25	27.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	61.90
White	27	26	96.30	3.70	46.15
English Learners	43	37	86.05	13.95	10.81
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	68	97.14	2.86	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	21.74

Note: 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.

Note: 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.

Last updated: 1/25/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	235	96.71	3.29	40.43
Female	108	103	95.37	4.63	37.86
Male	135	132	97.78	2.22	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	65.00
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	113	107	94.69	5.31	24.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	61.90
White	27	26	96.30	3.70	34.62
English Learners	43	42	97.67	2.33	16.67
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	68	97.14	2.86	19.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	23	88.46	11.54	26.09

Note: 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.

Note: 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.

Last updated: 1/25/23

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 (grades 5, 8, and high school)	NT	21.05	NT	36.27	28.72	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/25/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	57	95.00	5.00	21.05
Female	24	24	100.00	0.00	12.50
Male	36	33	91.67	8.33	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.33	6.67	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.94	6.06	6.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)

– divided by –

(The total number of students enrolled at time of testing)

Grade	Component				
	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
5	100%	100%	100%	100%	100%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/29/23

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

Opportunities for Parental Involvement (School Year 2022–23)

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. Parent involvement at the school site is important for the success of students. For many parents it is difficult to attend school functions and/or volunteer at the site. We need to provide as many varied opportunities as possible for parents to be informed and involved. We have worked hard to engage our families through the following educational partnership meetings:

-Family Nights: Literacy, Science, Math, STEAM

-SSC Meetings

-HASC Meetings

-ELAC Meetings

-Habla

-Koffee Klatch Meetings

-SEAL workshops and gallery walks about the strategies, curriculum and home connections

We also communicate with parents via the School Web Page, Parent Web Page and Facebook, Marquee, Monthly Newsletter, Parent Square, phone, and email.

In addition, our Book of the Month will focus on the socio-emotional well-being of our students and the social justice standards around identity and activism. Our Family Engagement Committee helps to plan activities to engage our community as well.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	487	133	27.3
Female	237	228	56	24.6
Male	268	259	77	29.7
American Indian or Alaska Native	1	1	0	0.0
Asian	127	123	11	8.9
Black or African American	23	18	4	22.2
Filipino	26	26	6	23.1
Hispanic or Latino	229	220	84	38.2
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	42	42	11	26.2
White	51	51	13	25.5
English Learners	100	96	23	24.0
Foster Youth	4	4	3	75.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	163	154	71	46.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	53	20	37.7

Last updated: 1/25/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.39%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.39%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: 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.

Last updated: 1/25/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.39	0.00
Female	0.42	0.00
Male	2.24	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.38	0.00
White	5.88	0.00
English Learners	1.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

The School Site Council met on January 12, 2022 to approve the Safe School Plan. It was decided that the current Goal 1 would need to continue to focus on COVID-19 mitigation strategies to meet the safety needs of students and staff due to the COVID-19 pandemic. Therefore goal 1 will center around being COVID Safe. Teaching students, staff and families the safety protocols that have been put in place on site as well as providing the necessary PPE in order for everyone to feel safe. Our Goal 2 will remain the same with additional updates to our ARC supplies. Goal

3 will continue to center around providing mental health supports for students and families.

Last updated: 1/25/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	3	
1	22.00		3	
2	25.00		2	
3	25.00		3	
4	32.00		1	
5	35.00			2
6	29.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	23.00		3	
2	24.00		3	
3	25.00		2	
4	35.00			2
5	32.00		2	
6	34.00			1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	3	
1	24.00		3	
2	26.00		2	
3	23.00		2	
4	30.00		1	
5	30.00		2	
6	32.00		2	
Other**	24.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.40
Resource Specialist (non-teaching)	
Other	4.00

* 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.

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13761.00	\$5968.00	\$7793.00	\$85522.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	2.53%	-0.73%
State	N/A	N/A	\$6593.62	\$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	10.82%	-1.35%

Note: Cells with N/A values do not require data.

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

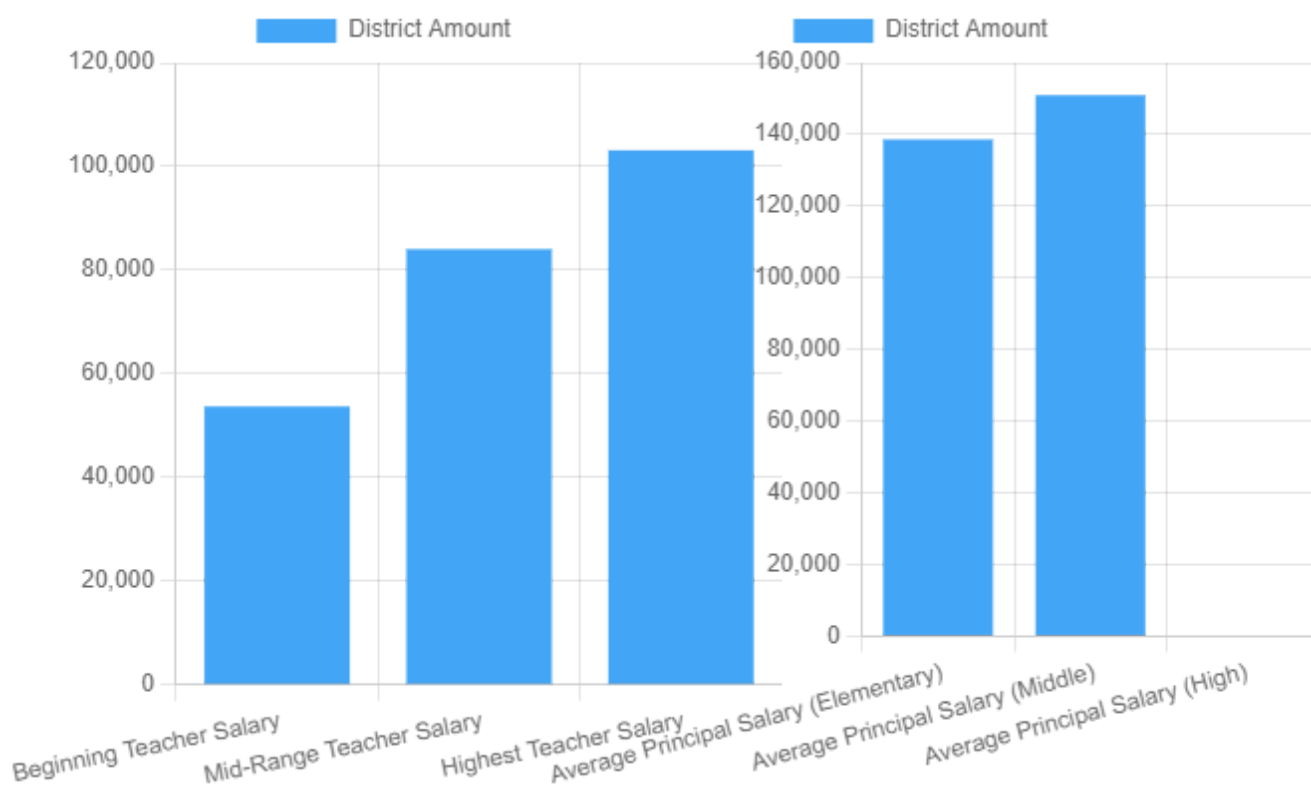
Planning days for teachers to plan lessons, collaborate and review student data as well as professional development. Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1). Tiered re-engagement strategies, incorporating the Return to School Tool Kits and implementing Nearpod lessons for socio-emotional learning (Goal 2). Providing counseling support for students that need it as well as adjusting services for students with disabilities and second language learners to meet their needs (Goal 3). Technology (chromebooks, etc.) to master the 21st century skills of collaboration, communication, critical thinking, and creativity as well as increasing student mastery of core academic subjects (Goal 4). Positive Behavioral Interventions and Supports (PBIS) incentives to maintain a safe and caring environment (Goal 5). Providing parent meetings in a virtual format. Communicating with Families through ParentSquare, email, phone calls and home visits. Engaging families activities that allow them to connect to the community at large (Goal 6).

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$298043.00	\$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/25/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 1/25/23

