

**Christopher Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

**Address:** 565 Coyote Rd.  
San Jose, CA , 95111-  
2599

**Principal:** Marie Mabanag

**Phone:** 408-228-8550

**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.

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# About This School

## Marie Mabanag

📍 Principal, Christopher Elementary

## About Our School

## Contact

Christopher Elementary  
565 Coyote Rd.  
San Jose, CA 95111-2599

Phone: [408-228-8550](tel:408-228-8550)

Email: [mmabanag@ogsd.net](mailto:mmabanag@ogsd.net)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	408-227-8300
<b>Superintendent</b>	Manzo, José
<b>Email Address</b>	<a href="mailto:jmanzo@ogsd.net">jmanzo@ogsd.net</a>
<b>Website</b>	<a href="https://christopher.ogsd.net">https://christopher.ogsd.net</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Christopher Elementary
<b>Street</b>	565 Coyote Rd.
<b>City, State, Zip</b>	San Jose, CA , 95111-2599
<b>Phone Number</b>	408-228-8550
<b>Principal</b>	Marie Mabanag
<b>Email Address</b>	<a href="mailto:mmabanag@ogsd.net">mmabanag@ogsd.net</a>
<b>Website</b>	<a href="https://christopher.ogsd.net">https://christopher.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256048102

*Last updated: 1/22/23*

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

Christopher School is a K-8 Dual Immersion School that believes and is committed to ensuring all students' potential are made when instruction meets their needs.

It is Christopher School's mission to develop each students' sense of identity and leadership skills in a safe, nurturing and inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds.

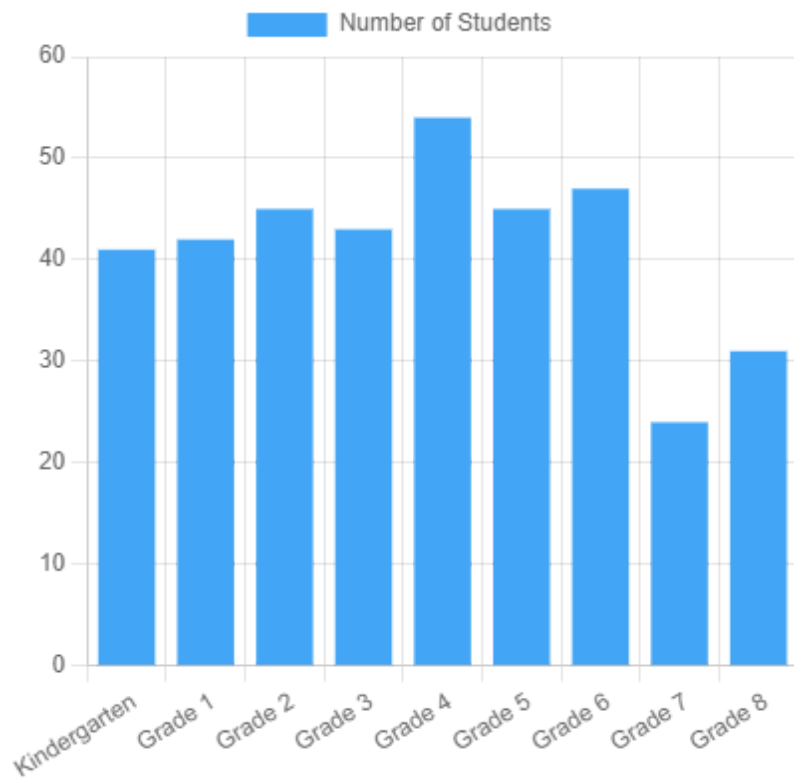
Christopher School's plan for success is through our roadmap for building and sustaining a strong and effective instructional core program in every classroom. We must provide effective teaching, capable instructional leadership and build strong relationships for all students to meet state standards in English Language Arts, Mathematics, Science, and Social Studies. We recognize that our work is ongoing and we will continue to strive for excellence. We will elevate the effectiveness of our teaching practices, leadership practices, and organizational practices. It is the reason that we are here...for the success of students.

At Christopher School we believe that every student can reach their full potential. It is our vision that through our program each student is supported to gain the confidence that will allow them to gain the competency to reach the success they richly deserve.

*Last updated: 1/22/23*

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

Grade Level	Number of Students
Kindergarten	41
Grade 1	42
Grade 2	45
Grade 3	43
Grade 4	54
Grade 5	45
Grade 6	47
Grade 7	24
Grade 8	31
Total Enrollment	372



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: 1/22/23*

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

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	7.00%
Black or African American	0.80%
Filipino	3.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	42.70%
Foster Youth	0.00%
Homeless	2.20%
Migrant	0.30%
Socioeconomically Disadvantaged	49.70%
Students with Disabilities	8.90%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Hispanic or Latino	81.70%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	1.90%
White	3.80%

# 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)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	100.00	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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	15.50	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)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
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)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
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 Adopted 2015	Yes	0%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015  K-5: EngageNY Adopted 2015, not SBE adopted, local board approved. 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 and CCSS-related areas for which they were reviewed.	Yes	0%

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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

Christopher Elementary is a traditional elementary campus with several classroom building wings and a central building for administration, cafeteria, and library.

The campus was found to be in Good condition overall. This Summer '23, the District plans to complete site and playground improvements and new carpet for all classrooms. Minor work orders were generated to address sink bubblers, light out issues, and small finishes that need work.

*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

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Work order generated for replacement of damaged baseboard.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Work order generated for light out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Work order generated to repair a bubbler.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

# Overall Facility Rate

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

Overall Rating	Good
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*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	26%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	15%	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: 1/22/23*

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	250	250	100.00	0.00	26.40
Female	124	124	100.00	0.00	26.61
Male	126	126	100.00	0.00	26.19
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	23.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	102	102	100.00	0.00	8.82
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	134	100.00	0.00	18.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	9.09

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: 1/22/23*

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	250	250	100.00	0.00	14.80
Female	124	124	100.00	0.00	11.29
Male	126	126	100.00	0.00	18.25
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	207	100.00	0.00	12.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	102	102	100.00	0.00	3.92
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	134	100.00	0.00	11.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	0.00

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: 1/22/23*

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

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)	NT	18.75	NT	36.27	28.5	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: 1/22/23*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	80	80	100.00	0.00	18.75
Female	38	38	100.00	0.00	13.16
Male	42	42	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	3.23
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	13.51
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.

## Career Technical Education (CTE) Programs (School Year 2021–22)

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*Last updated: 1/22/23*

## Career Technical Education (CTE) Participation (School Year 2021–22)

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/22/23*

## 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 Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	87%	89%	78%	89%	85%
7	100%	100%	100%	100%	100%
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)

Christopher School solicits parent engagement by creating a Parent Lighthouse Team, having monthly Conversations with Principal meetings, providing student presentation opportunities for parents to see their children learning and by providing more inclusive school wide activities. We want parents to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, we will provide parent classes as needed. Distance Learning has shown the need to keep parents engaged and informed about what is happening at Christopher School. Christopher School will work on connecting all stakeholders through virtual formats as well as other social distance mandated protocols to keep the community connected and engaged in it's school programs



## **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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	421	408	182	44.6
Female	200	195	86	44.1
Male	221	213	96	45.1
American Indian or Alaska Native	1	1	0	0.0
Asian	31	28	3	10.7
Black or African American	3	3	2	66.7
Filipino	12	12	4	33.3
Hispanic or Latino	345	335	162	48.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	7	7	4	57.1
White	17	17	7	41.2
English Learners	187	181	79	43.6
Foster Youth	3	3	1	33.3
Homeless	8	8	6	75.0
Socioeconomically Disadvantaged	227	218	106	48.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	35	34	19	55.9

*Last updated: 1/22/23*

## 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	0.00%	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%	1.19%	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: 1/22/23*

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

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	1.19	0.00
Female	0.00	0.00
Male	2.26	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	8.33	0.00
Hispanic or Latino	1.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.86	0.00

*Last updated: 1/22/23*

**School Safety Plan (School Year 2022–23)**

The School Site Council met in January 13 2023 where the School Safety Plan was reviewed and adjusted. It was decided that the current goals around being COVID safe and school wide disaster plan would continue to be goals in the new plan. Our COVID Safe goal is centered around the safety protocols on site, PPE on hand and what staff is doing to ensure everyone’s safety. Our disaster plan goal is ensuring that we have the materials needed in case of a disaster. We have also added a

goal about meeting  
student's social emotional needs as a response to COVID.

*Last updated: 1/22/23*

## 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	25.00		2	
1	24.00		2	
2	24.00		2	
3	21.00	1	1	
4	31.00		1	
5				
6	34.00			1
Other**	34.00			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.

### 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	1	
1	23.00		2	
2	24.00		2	
3	26.00		2	
4	29.00		1	
5	34.00			1
6	32.00		1	
Other**	32.00		1	

\* 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**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	26.00		1	
1	19.00	1		
2	25.00		1	
3	16.00	1		
4	25.00		1	
5				
6	10.00	1		
Other**	28.00		6	

\* 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 (Secondary) (School Year 2019–20)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts				
Mathematics				

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/22/23*



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

<b>Title</b>	<b>Ratio</b>
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: 1/22/23*

**Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/22/23*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11917.00	\$4393.00	\$7524.00	\$89199.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	0.20%	2.07%
State	N/A	N/A	\$6593.62	\$87271.00

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and State	N/A	N/A	8.60%	1.45%

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

*Last updated: 2/1/23*

## Types of Services Funded (Fiscal Year 2021–22)

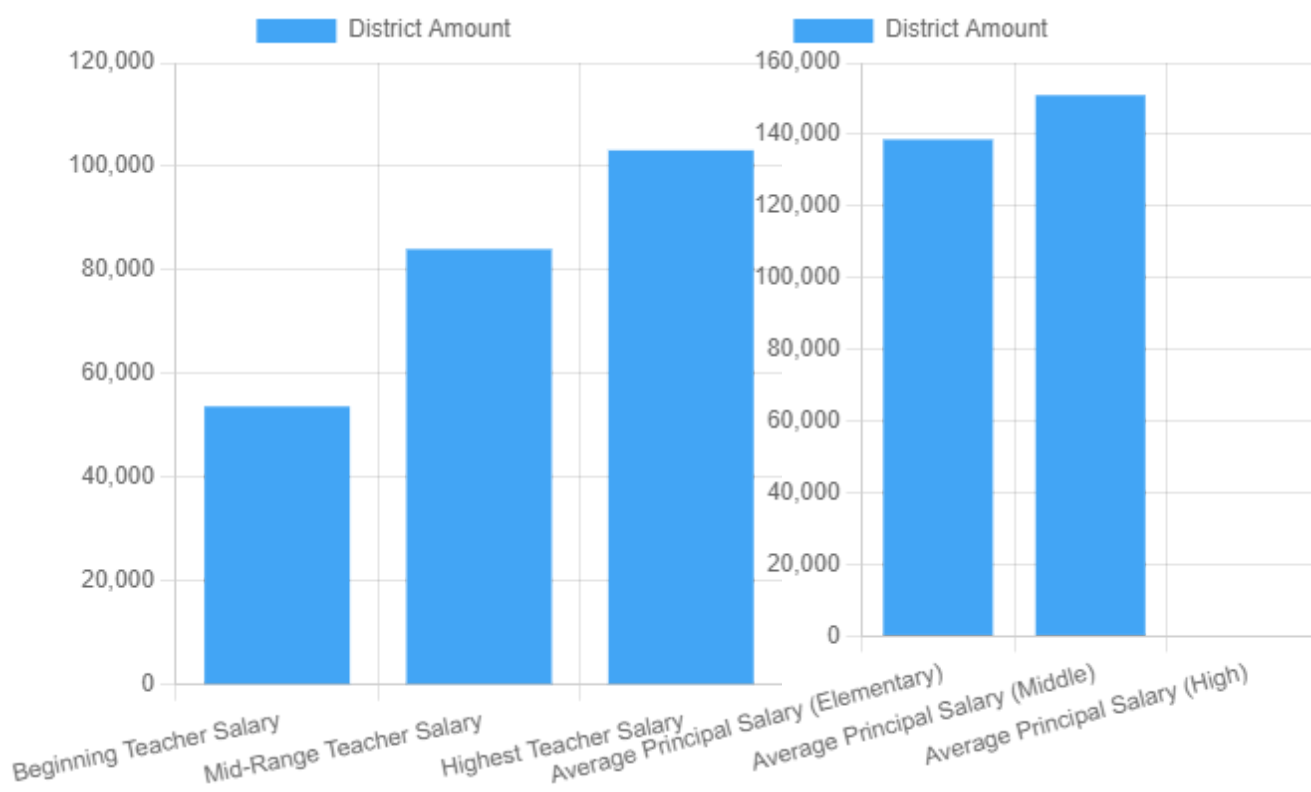
We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. We have determined that specific supports and services are necessary in order to give our students the full support to be successful for this current school year. 1) Specific programs like, Iready, Nearpod and Reading A-Z to support academics in the classroom. 2) Literacy coach and Reading Interventionist to provide PD and support to students. 3) Leader in Me program to continue the development of leadership skills and building community. 4) Socio-Emotional programs like Care Solace, Community Solutions and In School counseling to support staff and students through this pandemic

*Last updated: 1/22/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
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: 1/22/23

## 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: 1/22/23*

### Professional Development

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

*Last updated: 1/22/23*

