

# Federal Terrace Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Federal Terrace Elementary
<b>Street</b>	415 Daniels St. Vallejo
<b>City, State, Zip</b>	Vallejo, CA 94590-3040
<b>Phone Number</b>	(707) 556-8460
<b>Principal</b>	Marisa Carbonell, Principal
<b>Email Address</b>	mcarbonell@vcusd.org
<b>School Website</b>	www.vcusd.org/ftes
<b>County-District-School (CDS) Code</b>	48705816051445

## 2023-24 District Contact Information

<b>District Name</b>	Vallejo City Unified School District
<b>Phone Number</b>	(707) 556-8921
<b>Superintendent</b>	William Spalding
<b>Email Address</b>	wspalding@vcusd.org
<b>District Website</b>	www.vcusd.org

## 2023-24 School Description and Mission Statement

Federal Terrace is a moderate size elementary school serving approximately 270 students. Our diverse student body is a true reflection of Vallejo in general. We at Federal Terrace Elementary strive to provide students with equal access to a quality educational program. By teaching core curriculum skills via the use of district adopted materials and online platforms, we will foster academic achievement while teaching students to think critically and creatively. Through our daily teaching of expected behaviors via our Positive Behavior Intervention Supports, and our focus on the daily good behaviors, we will provide a safe learning environment that will prompt our students to solve problems individually and cooperatively. As of school year 2021-2022 we have added mindfulness practices to support the mental and wellbeing of our students, and staff members. By providing our students a comprehensive educational experience for the "whole child" our students will value their education, our school and the community we share. Every adult for every child!

Our Vision is that every Federal Terrace student leaves our school prepared for the social and academic rigors of middle school.

Our Goal is that every student has an understanding of what success means for him or her, and that they know that elementary school is just the first step.

In support of our vision, we will be vigilant in providing each child what she or he needs to succeed. We will work with our community partners to provide support systems for all students and their families.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	34
Grade 2	42
Grade 3	37
Grade 4	57
Grade 5	36
Grade 6	36
Grade 7	5
Grade 8	1
Total Enrollment	305

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
Asian	3.6%
Black or African American	21.6%
Filipino	17.4%
Hispanic or Latino	49.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2%
White	4.6%
English Learners	33.4%
Homeless	0.7%
Socioeconomically Disadvantaged	79.3%
Students with Disabilities	17.7%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.90	58.31	341.50	65.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.10	8.53	19.20	3.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	3.68	61.10	11.74	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	7.35	16.70	3.21	12115.80	4.41
<b>Unknown</b>	3.00	22.06	82.00	15.75	18854.30	6.86
<b>Total Teaching Positions</b>	13.60	100.00	520.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.90	77.89	378.20	71.26	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.10	1.65	22.40	4.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	8.70	64.60	12.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	4.35	29.90	5.64	11953.10	4.28
<b>Unknown</b>	0.80	7.22	35.40	6.69	15831.90	5.67
<b>Total Teaching Positions</b>	11.40	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>1.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.50
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>0.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

**Year and month in which the data were collected** October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt California Journeys/2017	Yes	0%
<b>Mathematics</b>	Savas enVision Math: Common Core /2022	Yes	0%
<b>Science</b>	K-5th: Twig Science/2020 6th: Amplify Science/2020	Yes	0%
<b>History-Social Science</b>	Pearson myWorld/2019 National Geographic Ancient Civilizations/2019	Yes	0%

## School Facility Conditions and Planned Improvements

Federal Terrace was built in 1944, and modernized in 2004. The updated classrooms include teaching walls, new lighting, flooring and internet access. The building features wide hallways. Federal Terrace buildings and grounds are cleaned and maintained by our custodians on a regular schedule developed by our district. Both the principal and the head custodian monitor the facility daily for safety and cleanliness. Work orders are submitted to the district for areas needing repair or improvement.

**Year and month of the most recent FIT report**

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
<b>Interior:</b> Interior Surfaces	X			Work Order submitted - Repairs completed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
<b>Electrical</b>	X			Work Order submitted - Repairs completed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
<b>Structural:</b> Structural Damage, Roofs	X			Work Order submitted - Repairs completed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repairs completed

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	19	28	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	21	17	18	17	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	169	165	97.63	2.37	19.39
<b>Female</b>	75	73	97.33	2.67	21.92
<b>Male</b>	94	92	97.87	2.13	17.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	39	39	100.00	0.00	15.38
<b>Filipino</b>	34	34	100.00	0.00	32.35
<b>Hispanic or Latino</b>	82	80	97.56	2.44	15.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	52	92.86	7.14	3.85
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	148	144	97.30	2.70	17.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	16.22



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	169	167	98.82	1.18	16.77
<b>Female</b>	75	74	98.67	1.33	13.51
<b>Male</b>	94	93	98.94	1.06	19.35
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	39	39	100.00	0.00	2.56
<b>Filipino</b>	34	34	100.00	0.00	29.41
<b>Hispanic or Latino</b>	82	81	98.78	1.22	14.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	56	54	96.43	3.57	7.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	148	146	98.65	1.35	15.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	38	100.00	0.00	7.89

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.91	13.89	14.49	13.35	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	38	97.44	2.56	13.16
Female	15	14	93.33	6.67	7.14
Male	24	24	100.00	0.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.14	2.86	14.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.2%	100%	100%	100%	100%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at Federal Terrace. Via social media, and our Parent Square account we consistently reach out to parents with information about our school, and opportunities to be engaged. We encourage parents to take an active role our School Site Council, English Learners Advisory Council, and Design/Leadership Team. We also invite parents to be involved by volunteering their time on campus if they are properly authorized through the volunteer process. Parents are also invited to volunteer to support the classroom with at home or after school projects as their time and talents allow. Please contact the school at (707) 556-8460 for information regarding organized opportunities for parental involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	326	162	49.7
Female	160	156	80	51.3
Male	178	170	82	48.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	6	54.5
Black or African American	81	73	44	60.3
Filipino	52	52	21	40.4
Hispanic or Latino	167	164	76	46.3
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	9	8	4	50.0
White	14	14	9	64.3
English Learners	110	109	50	45.9
Foster Youth	1	1	1	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	297	288	145	50.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	65	36	55.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.58	2.37	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.37	0
Female	1.88	0
Male	2.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.17	0
Filipino	0	0
Hispanic or Latino	1.8	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.91	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.41	0

## 2023-24 School Safety Plan

Our School Safety Plan includes procedures for evacuation, and contingency plans for various emergencies, including fires, bomb threats, earthquakes, and intruders. Faculty handbooks contain instructions and procedures in case of an emergency. Our staff and students are aware of the procedures to use during an emergency. Our grounds are monitored by all faculty and staff. Our Safety Plan, which was updated in Oct. 2023, advises all faculty and staff on how to respond in an emergency. We practice emergency drills for fire and earthquakes once every month.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	10	2	1	
2	13	2	2	
3	11	3	2	
4	32		1	
5	17	1	1	
6	25		6	
Other	28		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	2	
1	14	2	1	
2	10	3	1	
3	15	2	2	
4	21	1	1	
5	12	3	1	
6	9	18	6	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	1
1	9	3	1	0
2	14	2	1	0
3	9	3	1	0
4	14	2	2	0
5	12	2	1	0
6	18	6	0	6
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6656	3650	3006	63424
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-112.1	-14.78
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-74.8	-32.9

## Fiscal Year 2022-23 Types of Services Funded

As a Title I school, we receive state, and federal funding. This funding is for the sole purpose of improving student achievement with special emphasis on areas of concern as indicated by district assessments results and state testing. Most current district benchmark assessments, informed us that we must focus on foundational reading skills. In math, we continue to focus on increasing student automaticity with basic operations, and number sense. To address our student social emotional well being we have decided to contract with Mindful Life Project an organization to train teachers and school staff to support the mental and emotional wellbeing of our students. Funds are also used to contract a Teacher Leader who provides on-going teacher coaching, and training to new teachers, and those needing extra support. For school year 2023-2024 we will also offer an academic enrichment after school program which will focus on instruction in key grade level standards pertaining to our areas of focus, reading foundational skills, and number sense. Funding is also being used to compensate teachers who meet after hours with our Teacher Leader, and grade level teams to plan, review, and adjust instruction. When substitutes are available, we will also plan to use funding to release teachers to observe veteran teachers implementing high yielding instructional strategies.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%



## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our continued laser like focus on improving our practice around teaching reading foundational skills, and number sense, started this year. Our plan is to continue to provide our teachers with the "how" of teaching and presenting strategies that will serve our students in understanding grade level material. This is being supported by our district in the form of a Coach with the CORE Science of Reading organization. Teachers are being coached around best practices in delivering phonics, and phonological awareness lessons. Based on district benchmark assessments we identified that all our students are struggling overall. The data demonstrated that our older ELL students have definite gaps in their reading skills. Testing data also demonstrated that reading comprehension is still an area of needed growth for our site, across the grades. We have been able to establish who intervention blocks that will address reading gaps, and support students at their instructional reading level. These blocks are taught by certificated teachers, and our Hey Tutors provided by our district.

Our PD this year is also focused on how to best teach essential standards vs. simply covering material. Our Wednesday staff meetings have been cut shorter so that teachers may, lead by the principal and the TL review units of study, prior to teaching so that teachers can focus on essential standards. Once the essential standards are found, teacher create units of study that address all the parts of the standard. With this planning, there has also been PD around how to design common formative assessments that will get to the learning of the standards. We are moving away from covering content to teaching standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	28	30	30