

Upper Lake Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Upper Lake Elementary School
Street	679 Second St.
City, State, Zip	Upper Lake, CA 95485
Phone Number	(707) 275-2357
Principal	Stephanie Wayment
Email Address	swayment@ulusd.org
School Website	
Grade Span	K-5
County-District-School (CDS) Code	17640636010680

2025-26 District Contact Information

District Name	Upper Lake Unified School District
Phone Number	(707) 275-2357
Superintendent	Giovanni Annous
Email Address	gannous@ulusd.org
District Website	www.ulusd.org

2025-26 School Description and Mission Statement

Upper Lake Elementary School is a small rural comprehensive school in Lake County. Serving transitional Kindergarten through fifth grade, our enrollment is approximately 420 students. A dedicated teaching staff of 22 highly qualified teachers serve a diverse and energetic student population. The Upper Lake Elementary School is committed to its mission of educating each of its students to his and her maximum potential. The District feels that this level of excellence can best be achieved by a mastery of essential skills by all students, particularly in the areas of reading, writing and mathematics. The District is also supportive of the fine arts, humanities, technology and athletic programs, and recognizes their contribution in the development of the total person. Our goal is to develop students who are responsible, educated, and prepared to make decisions in our society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	31
Kindergarten	69
Grade 1	66
Grade 2	72
Grade 3	73
Grade 4	61
Grade 5	67
Total Enrollment	439

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	12.4
Asian	0.7
Black or African American	0.5
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.1
White	45
English Learners	7
Foster Youth	0.7
Homeless	3.7
Migrant	0.5
Socioeconomically Disadvantaged	83.7
Students with Disabilities	12.4

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.

2021-22 Teacher Preparation and Placement

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)	17	91.89	35	78.52	234405.2	84
Intern Credential Holders Properly Assigned	1.5	8.11	1.5	3.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.6	3.59	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	4.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.2	9.62	15831.9	5.67
Total Teaching Positions	18.5	100	44.6	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	16.5	80.49	33.2	68.59	231142.4	83.24
Intern Credential Holders Properly Assigned	2	9.76	2	4.12	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.88	6.5	13.59	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	1.79	11746.9	4.23
Unknown/Incomplete/NA	1	4.88	5.7	11.88	14303.8	5.15
Total Teaching Positions	20.5	100	48.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	18	81.82	37.2	74.16	230039.4	100
Intern Credential Holders Properly Assigned	2	9.09	2	3.98	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.09	5.8	11.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.2	6.45	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.8	3.75	13705.8	4.91
Total Teaching Positions	22	100	50.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	4.7	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Upper Lake Elementary School have access to a copy of standards-aligned textbooks to use in class and to take home. The State Board of Education and local school board and community approve and review all the textbooks in the core curriculum. New materials and textbooks are ordered as soon as a need arises. The books are in good condition, and damaged books are quickly replaced and repaired. The Upper Lake Unified School Board holds a public hearing every year to ensure the above standards are upheld.

Year and month in which the data were collected

August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All classes use the state approved Houghton Mifflin CA Journeys program, adopted in 2016	0
Mathematics	All classes use state approved McGraw/Hill program. Books are in good condition/consumable 2013.	0
Science	All classes use state approved Science Prentice Hall program. Books are in good condition/2004.	0
History-Social Science	All classes use state approved California Studies Weekly. Consumables are replaced annually and provided digitally	0

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

School Facility Conditions and Planned Improvements

Upper Lake Union Elementary School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. None of the eight facility emergencies specified in the Education Code [Section 17592.72(c)(1)] exist at the school site. Although school begins at 8:00 a.m., supervision begins at 7:40 a.m. and continues until all children are home from school. Visitors are required to check in at the main office and to wear a school issued visitor sticker. Unauthorized visitors are not allowed. The 10 acre site has ample playground spaces with separate areas for kindergarten, first through fifth grade with rotating recess times based on student grade levels.

The school has 24 classrooms, a library with a part-time media aid, and a multipurpose room. Two buildings were built in 1943 with modernization done in 1996 and 2002. The main building and cafeteria were constructed in 1975. Other building were added in 1978, 1982 and 1987. The site Maintenance and Operations staff of three full-time employees ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online report system is available at all times to any employee to report any potentially unsafe conditions or practices. A work order process is also used to ensure efficient service of maintenance or emergency needs. A new state-of-the-art fire alarm system was installed

School Facility Conditions and Planned Improvements

school-wide in 2002 and a new public address system for emergency use became operational in 2003. A sitewide emergency alert system and intercom system was installed in 2022 and continues to be refined and implemented. The district is looking to replace the alarm and fire systems in 2016 or 2017 with the latest technology systems. Cleaning schedules and standards are available for inspection at the school office and in the Maintenance and Operations office. Maintenance and Operations personnel clean the restrooms and classrooms each school day after the children are gone. The majority of the cleaning is done with an Ionator system which uses ionized water to clean and disinfect. In addition the staff uses bleach, in NABC non-acid disinfectant bathroom cleaner and Windex brand cleaning solution. They start at the top of the room and work to the floor cleaning as they go. The floors are vacuumed weekly or more often if needed. Windows are cleaned weekly or more often if smudges occur. 100% of the toilets in the school are in working condition.

Year and month of the most recent FIT report

8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Nothing to report
Interior: Interior Surfaces	X			The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Maintenance staff has increased and improved cleanliness of all rooms on campus. The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
Electrical	X			Nothing to report The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms are deep cleaned over breaks and then cleaned thoroughly on a daily basis. The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
Safety: Fire Safety, Hazardous Materials	X			IPM has been completed by staff.

School Facility Conditions and Planned Improvements

				The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
Structural: Structural Damage, Roofs	X			The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground has been updated to ensure safety. In August of 2023 a synthetic turf and walking path rounded out the play area for a safe, asthetic environment for staff and students. The FIT was completed in August 2024. The district has developed a multi-year facility plan to get things in order and maintain the facilities on a continual basis, including construction of new facilities thanks to bond funds.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	19	21	19	47	48
Mathematics (grades 3-8 and 11)	16	18	14	14	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	206	99.04	0.96	18.93
Female	100	99	99.00	1.00	23.23
Male	108	107	99.07	0.93	14.95
American Indian or Alaska Native	26	25	96.15	3.85	16.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	26.67
White	91	91	100.00	0.00	21.98
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	127	99.22	0.78	14.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	7.41

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	205	99.03	0.97	18.05
Female	100	99	99.00	1.00	17.17
Male	107	106	99.07	0.93	18.87
American Indian or Alaska Native	26	25	96.15	3.85	12.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	9.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	90	90	100.00	0.00	25.56
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	126	99.21	0.79	13.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.63	11.27	15.07	10.8	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	11.27
Female	39	39	100.00	0.00	10.26
Male	32	32	100.00	0.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	17.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	6.38
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98.4%	96.8%	85.9%	98.4%	96.7%
Grade 7	93.5	95.7	89.1	95.7	91.1
Grade 9	95.7	95.6	91.4	95.7	93.9

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.

2025-26 Opportunities for Parental Involvement

Upper Lake Elementary believes that parents are essential partner in helping students achieve academic success. Opportunities for involvement include participating in our very active Parent Teacher Organization, volunteering on campus as well as serving on Site Council and Parent Advisory meetings. Teachers are available before and after school each day and have voicemail capability in each classroom. ULES utilizes a texting app in order to provide two way, easy communication between school and home. Back to School Night and Open House occur each year, as well as field trips and excursions where parents are encouraged to accompany their children. Each teacher solicits parent classroom volunteers and all parents are welcome to visit their children's classes. ULES offers several parent nights around different topics including, Social Emotional Learning (SEL), Literacy, Family Game Night, and more.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	456	138	30.3
Female	238	231	65	28.1
Male	235	225	73	32.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	60	56	27	48.2
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	159	157	50	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	28	10	35.7
White	213	203	48	23.6
English Learners	34	33	5	15.2
Foster Youth	--	--	--	--
Homeless	27	21	8	38.1
Socioeconomically Disadvantaged	398	382	126	33.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	61	24	39.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.59	0.21	0.21	9.75	8.11	4.88	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.43	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

A detailed School Safety Plan is available for review at the school site including loss control inspections and recommendations, fire/intruder/disaster drill information, incident planning and incident response as well as staff responsibilities. Each room is equipped with first aid materials and evacuation maps as well as safety instructions and fire extinguishing equipment. The Safety Plan is reviewed annually, when it is updated and discussed with faculty and the school board. The most recent plan was reviewed with staff and community 10/2025 and approved 11/2025.

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.

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
TK	14	1	0	0
K	20	2	2	0
1	25	0	3	0
2	19	3	0	0
3	23	0	3	0
4	21	0	3	0
5	17	3	0	0
6	0	0	0	0
Other	3	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	27	2	0	0
K	19	1	2	0
1	22	0	3	0
2	19	4	0	0
3	19	3	0	0
4	23	0	3	0
5	21	1	2	0
6	0	0	0	0
Other	7	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	20	2	0	
K	21	1	2	
1	21	1	2	
2	19	3		
3	20	2	1	
4	19	3		
5	22		3	
Other	16	2		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	13260.13	4859.66	8400.47	85602.00
District	N/A	N/A	4761.06	80385.95
Percent Difference - School Site and District	N/A	N/A	55.3	6.3
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-28.1	-0.9

Fiscal Year 2024-25 Types of Services Funded

Expanded Learning Opportunities were funded (ELOP) and offered to eligible K- 5th grade students. Students were served at the elementary school in a 30 day, 9 hour day combined of classroom and after school enrichment program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$50,865	\$54,773
Mid-Range Teacher Salary	\$75,603	\$78,981
Highest Teacher Salary	\$112,140	\$117,337
Average Principal Salary (Elementary)	\$165,415	\$128,425
Average Principal Salary (Middle)	\$165,415	\$137,947
Average Principal Salary (High)	\$165,415	\$138,809
Superintendent Salary	\$332,207	\$176,162
Percent of Budget for Teacher Salaries	21.82%	24.71%
Percent of Budget for Administrative Salaries	8.08%	5.91%

Professional Development

New staff are supported with mentors and induction training to clear credentials. Bimonthly staff meetings are used to provide professional development in conjunction with 2 days before school and 1 day after the student school year ends. On these "non student days", 3 hrs are allotted to professional development. Staff are encouraged to attend district sponsored professional development through AVID and Visible Learning during the summer months.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	.3	.3