Marcum-Illinois Union Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Marcum-Illinois Union Elementary School
Street	2452 El Centro Blvd.
City, State, Zip	East Nicolaus, CA 95659
Phone Number	(530) 656-2407
Principal	Maggie Irby
Email Address	maggiei@sutter.k12.ca.us
School Website	www.marcum-illinois.org
County-District-School (CDS) Code	51 71407

2022-23 District Contact Information

District Name	Marcum-Illinois Union School Distirct
Phone Number	530-656-2407
Superintendent	Maggie Irby
Email Address	maggiei@sutter.k12.ca.us
District Website Address	www.marcum-illinois.org

2022-23 School Overview

Principal's Message
Marcum-Illinois Elementary School is a rural, one-site elementary school district located in East Nicolaus, Sutter County. It is a union of five historic districts. Marcum Elementary serves students in TK through eighth grade as well as 3 and 4 years old in our State preschool. We offer an after-school program called "The Den" that provides literacy, enrichment, and recreational support for students daily from dismissal to 6:00 P.M. We also offer limited before school care between 7:00 A.M. and 8:00 A.M. We are very proud of our student accomplishments, school traditions, and community support. We look forward to sharing this report with you.

School Mission Statement:

Our Mission:
The mission of the Marcum-Illinois Union Elementary School District is to provide a high-quality education for every student in this district.
Our Vision:
All stakeholders of the Marcum-Illinois Union Elementary School District commit to act in collaboration and to openly support our district's students in their pursuit of a quality education.

Impact of LCAP

Our school stakeholders have identified our core values and identified critical areas of focus for our school as represented in our Marcum-Illinois District Strategic Plan. The LCAP is reflective of the local plan that has been put into place by our stakeholders. The district goals were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state's priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	20
Grade 3	21
Grade 4	21
Grade 5	24
Grade 6	19
Grade 7	18
Grade 8	19
Total Enrollment	185

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.0
Asian	2.2
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.4
White	60.0
English Learners	13.0
Foster Youth	1.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	41.1
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

2020-21 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)	9.00	90.00	31.20	25.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	10.00	1.00	0.82	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	89.30	73.39	12115.80	4.41
Unknown	0.00	0.00	0.10	0.09	18854.30	6.86
Total Teaching Positions	10.00	100.00	121.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.50	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The teaching staff selects adoptions from the California State Board of Educations' approved instructional materials lists. Our textbooks are aligned with the State adoptions. The Technology Plan was rewritten and approved by the State in 2013. We have a 20- student Chromebook lab and Chromebook class sets in grades TK through 8th.

Marcum-Illinois ES provides each pupil (including English Learners) with their own copy of the Standards-aligned textbooks (approved by State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social and science.

All students in visual and performing arts classes have access to the appropriate instructional materials. Marcum-Illinois Elementary School offers visual and performing arts classes to all grade levels . Marcum-Illinois also provides art and drama that is embedded in the Standards-based, self-contained classrooms.

Year and month in which the data were collected	October, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Studysync (6-8) McGraw Hill: Wonders (K-5) Adopted in 2016	Yes	0%
Mathematics	Go Math (K-5) Adopted in 2015 College Preparatory Mathematics Core Connection (6-8) Adopted in 2013	Yes	0%
Science	TCI (K-5) Adopted in 2021 IQWST (6-8) Adopted in 2021	Yes	0%

| History-Social Science | (K-5) Studies Weekly
Adopted in 2019

(6-8) Cengage, National Geographic
Adopted in 2019 | Yes | 0% |
| Health | Health Glencoe (6-8)
Adopted 2009 | Yes | 0% |

School Facility Conditions and Planned Improvements

Marcum-Illinois School was established nearly 100 years ago, the current school site was built in 1960. The 2006 modernization included all ten classrooms, kitchen, bathrooms, administration offices, media center classroom, sewer and parking lot. Marcum-Illinois School has a reputation as a safe, clean, well cared for campus. The grounds/custodial staff keeps the restrooms, buildings, and grounds clean and neat.

We provide a safe, clean learning environment in the permanent structures, housing ten classrooms, the main office, multipurpose room, computer lab, library, and kitchen. Portables provide three additional classrooms.

| Year and month of the most recent FIT report | October 2022 |

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			none needed
Interior: Interior Surfaces	X			none needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			none needed
Electrical	X			none needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			none needed
Safety: Fire Safety, Hazardous Materials	X			none needed
Structural: Structural Damage, Roofs	X			non needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fence on field has deficiencies

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 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	58	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	32	N/A	33

2021-22 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
All Students	122	120	98.36	1.64	57.50
Female	62	60	96.77	3.23	65.00
Male	60	60	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	34	34	100.00	0.00	52.94
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	63.64
White	75	73	97.33	2.67	57.53
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	43.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	25.00

2021-22 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
All Students	122	120	98.36	1.64	52.50
Female	62	60	96.77	3.23	56.67
Male	60	60	100.00	0.00	48.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	34	34	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	45.45
White	75	73	97.33	2.67	54.79
English Learners	11	11	100.00	0.00	36.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	40.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	33.33

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	32.35	34.21	32.35	34.21	28.5	29.47

2021-22 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	38	38	100	0	34.21
Female	19	19	100	0	31.58
Male	19	19	100	0	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100	0	36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100	0	9.09
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100	100	100	100
Grade 7	100	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.

2022-23 Opportunities for Parental Involvement

Marcum-Illinois School welcomes parent involvement in each child's education. There are many opportunities for parent participation, including:

- Parents' Club
- School Site Council /Parent Advisory
- Fundraising and special events

Parents' Club meetings are held monthly on the first Tuesday of the month at 6:00 P.M.
Board Meetings are held the second Monday of the month at 6:00 P.M.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	200	196	23	11.7
Female	102	101	10	9.9
Male	98	95	13	13.7
American Indian or Alaska Native	1	0	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	63	62	4	6.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	16	5	31.3
White	114	113	14	12.4
English Learners	24	24	2	8.3
Foster Youth	3	3	0	0.0
Homeless	4	2	0	0.0
Socioeconomically Disadvantaged	84	82	13	15.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	28	7	25.0

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.53	0.11	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.00	0.00	0.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.00
Female	0.00	0.00
Male	2.04	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	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.45	0.00

2022-23 School Safety Plan

We believe that nothing should get in the way of the academic achievement of our students. Our District is committed to providing a safe, secure environment for learning. Our staff members work together closely to ensure student safety.

An Emergency Handbook is kept in the school office, and outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills. In addition, every classroom has an Emergency Procedures folder for the teacher's use.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2022. Key elements of the plan include monthly safety drills, crisis intervention plans, and emergency response procedures.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	1	1	
1	23		1	
2	22		1	
3	21		1	
4	17	1		
5	17	1		
6	17	1		

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	14	2		
1	20	1		
2	22		1	
3	21		1	
4	21		1	
5	15	1		
6	17	1		

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	12	2		
1	19	1		
2	20	1		
3	21		1	
4	21		1	
5	24		1	
6	19	1		

2021-22 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

2021-22 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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	16,699.38	2,640.62	14,058.76	59,184.02
District	N/A	N/A	14,058.76	$54,188
Percent Difference - School Site and District	N/A	N/A	0.0	8.8
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	72.3	-22.3

2021-22 Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the school that support and assist students:

Title I, Basic Grant
Title II, Teacher Quality
After School Program ASES
Special Education
National Lunch Program
State Preschool
REAP
Title IV

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$42,578	$46,844
Mid-Range Teacher Salary	$53,273	$73,398
Highest Teacher Salary	$69,813	$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary	$134,242	$136,296
Percent of Budget for Teacher Salaries	20%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7 full days	4 full days; 7 minimum days	4 full days; 7 minimum days