

Raymond-Knowles Elementary School

**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

School Name	Raymond-Knowles Elementary School
Street	31828 Road 600
City, State, Zip	Raymond, CA 93653
Phone Number	(559) 689-3336
Principal	Deena Hegerle
Email Address	dhegerle@rkusd.org
School Website	http://www.rkud.k12.ca.us/
County-District-School (CDS) Code	20652766024095

2023-24 District Contact Information

District Name	Raymond-Knowles Union Elementary School District
Phone Number	(559) 689-3336
Superintendent	Deena Hegerle
Email Address	dhegerle@rkusd.org
District Website	www.rkusd.k12.ca.us

2023-24 School Description and Mission Statement

Raymond-Knowles Elementary School is the home of the Broncos. Our innovative and dedicated staff work together with parents and the community to fulfill our mission for all students.

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

Students at RKS are taught 21st-century skills that include the learning areas of core academic subjects using 21st-century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy.

We are 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a Chromebook assigned to them. TK, Kindergarten and first grades use Chromebook tablets and second through eighth grades use Chromebooks Computers. We are also a Google Apps for Education (GAPE) school.

Raymond-Knowles Elementary takes pride in our student's work and accomplishments. We host student showcase events each trimester. We invite the community to the school to see our student's work on display at these evening events. These Student Showcase events have fostered a positive relationship between the school and the community.

We have a single all encompassing goal for the 2022-2023 LCAP: " RKUESD students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society."

We measure this goal with progress indicators such as iReady testing in math and reading every trimester, as well as yearly CAASP testing.

We communicate student performance to parents every trimester with individual parent conferences, where we discuss their child's academic progress indicated by comparison of testing data and teacher observation of student growth and social development.

RKS is proud of its long standing Response to Intervention program, which uses data to place students in individual and small groups for targeted intervention on a daily basis.

Students all have a computer or tablet to take home and are motivated to complete iReady Instruction activities after school hours to address learning loss. Students are rewarded for their iReady instruction minutes with incentives each trimester.

Create.Connect.Compete.

Go Broncos!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	5
Grade 2	4
Grade 3	10
Grade 4	8
Grade 5	11
Grade 6	16
Grade 7	6
Grade 8	6
Total Enrollment	79

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.2%
Male	41.8%
American Indian or Alaska Native	8.9%
Asian	1.3%
Hispanic or Latino	34.2%
Two or More Races	5.1%
White	50.6%
English Learners	1.3%
Foster Youth	2.5%
Homeless	5.1%
Socioeconomically Disadvantaged	55.7%
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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	40.00	2.00	40.00	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	60.00	3.00	60.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	5.00	100.00	5.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	81.82	4.50	81.82	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	18.18	1.00	18.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	5.50	100.00	5.50	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	60	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

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bookworms for K-5, EL for 6-8, Heinemann, Vocabulary A to Z, Novel Studies, iReady instruction and assessment	Yes	0.00 %
Mathematics	Open Up, Khan Academy, Zearn, iReady instruction and assessment, Multiplication.com	Yes	0.00 %

Science	Discovery Education	Yes	0.00 %
History-Social Science	TCI	Yes	0.00 %
Health	Positive Prevention Plus, Positivity Project	Yes	0.00 %

School Facility Conditions and Planned Improvements

The LEA makes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a Facility Inspection Tool developed by the State of California OPSC (F.I.T.). The results of this tool are available at the district office.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. All school facilities are cleaned on a daily basis by janitorial staff.

The district sets aside approximately \$25,000 for maintenance and/or repairs.

Year and month of the most recent FIT report

1/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library: D - Carpet Ripped Room 1: D - Carpet Ripped Room 2: D - Carpet shredded in places; Hole in the wall East end
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Playground: D - Gopher holes and Gazebo Steps; X - Gates and fences need to be replaced, Equipment has chips and some rust Room 1: D - Carpet Ripped
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 3: D - Ceiling tile falling in one bathroom; Ceiling tiles broken; Floor rotten/weak near back door
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Cafeteria: D - Small hole in concrete floor, N/W Corner Office: D - Roofing paper blown off front Playground: D - Gopher holes and Gazebo Steps; X - Gates and fences need to be replaced, Equipment has chips and some rust Room 2: D - Carpet shredded in places; Hole in the wall East end Room 3: D - Ceiling tile falling in one bathroom; Ceiling tiles broken; Floor rotten/weak near back door
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

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
English Language Arts/Literacy (grades 3-8 and 11)	38	36	38	36	47	46
Mathematics (grades 3-8 and 11)	39	33	39	33	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
All Students	56	53	94.64	5.36	35.85
Female	37	35	94.59	5.41	34.29
Male	19	18	94.74	5.26	38.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	40.74
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	33	91.67	8.33	24.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

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
All Students	56	53	94.64	5.36	32.69
Female	37	35	94.59	5.41	37.14
Male	19	18	94.74	5.26	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	38.46
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	33	91.67	8.33	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

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)	26.32	23.53	26.32	23.53	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	19	17	89.47	10.53	23.53
Female	11	10	90.91	9.09	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
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	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	10	83.33	16.67	--
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
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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

All parents are invited to parent/teacher conferences at the end of the first two trimesters. At these conferences, students' academic and social-emotional progress is discussed. In addition, we host academic student showcase events for parents and community members. We also have parent representation on our School Site Council, and we encourage parent attendance at school board meetings.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	93	87	39	44.8
Female	53	50	23	46.0
Male	40	37	16	43.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	5	71.4
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	37	34	11	32.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	2	50.0
White	44	41	20	48.8
English Learners	2	2	1	50.0
Foster Youth	5	5	0	0.0
Homeless	5	4	2	50.0
Socioeconomically Disadvantaged	59	55	24	43.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	15	5	33.3

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	0.00	2.15	0.00	0.00	2.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.15	0
Female	0	0
Male	5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 School Safety Plan

The school safety plan was reviewed and updated by the school site council at the December 6, 2023, and January 10, 2024 meetings, and approved on February 7, 2024. The safety plan is a working document that is discussed in School Site Council meetings and staff meetings. There are questions related to school and student safety on annual LCAP surveys. Changes are made to the plan as needed.

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
6	4	1		
Other	17	2	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
4	1	1		
5	13	1		
6	5	1		
Other	20	2		

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	16	1	0	0
Other	17	3	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	
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	20,497	7,910	12,587	43,392
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	49.3	-54.3

Fiscal Year 2022-23 Types of Services Funded

Response to Intervention, special education services, after-school program, team sports for grades 4-8.

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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	25.98%	29.34%
Percent of Budget for Administrative Salaries	8.38%	5.99%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4