

Ferndale 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	Ferndale Elementary School
Street	164 Shaw Ave.
City, State, Zip	Ferndale, CA, 95536
Phone Number	707-786-5300
Principal	Danielle Carmesin
Email Address	dcarmesin@ferndalek12.org
School Website	ferndalek12.org/fes
County-District-School (CDS) Code	12753746007843

2023-24 District Contact Information

District Name	Ferndale Unified School District
Phone Number	(707) 786-5900
Superintendent	Danielle Carmesin
Email Address	dcarmesin@ferndalek12.org
District Website	http://www.ferndalek12.org

2023-24 School Description and Mission Statement

Ferndale Elementary School is located in the scenic Eel River Valley of Humboldt County and serves the historic "Victorian Village of Ferndale." We are a K-8 school with approximately 350 students. We take great pride in our students and feel that their outstanding achievement and fine character directly reflect the caring environment provided by our quality staff, supportive parents, and involved community.

2023-24 School Description and Mission Statement

Mission Statement:

Ferndale Unified School District, in partnership with parents and the community, will provide a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, workplaces and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, self-discipline, respect for the rights of others, and stewardship of our planet.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	40
Grade 2	32
Grade 3	40
Grade 4	33
Grade 5	35
Grade 6	37
Grade 7	45
Grade 8	44
Total Enrollment	344

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	5.5%
Black or African American	0.6%
Filipino	0.6%
Hispanic or Latino	20.6%
Two or More Races	2%
White	70.6%
English Learners	6.7%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	49.1%
Students with Disabilities	16.6%

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)	15.50	84.75	25.30	82.15	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	5.47	1.30	4.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	1.88	12115.80	4.41
Unknown	1.70	9.79	3.50	11.39	18854.30	6.86
Total Teaching Positions	18.20	100.00	30.80	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)	14.60	79.66	24.70	80.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.42	1.10	3.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	1.93	11953.10	4.28
Unknown	2.70	14.91	4.00	13.33	15831.90	5.67
Total Teaching Positions	18.40	100.00	30.60	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	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

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)	2.5	2.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	8.6

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		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading 4-5 (2016) McGraw Hill Wonders k-3 (2016) EMC Mirrors and Windows for 6-8 grades. (2016).	Yes	0.0 %

Mathematics	K-6: Common Core (2016) 7-8: Common Core (2016)	Yes	0.0 %
Science	K-8: FOSS Science NGSS	Yes	0.0 %
History-Social Science	K-5: Scott Foresman History-Social St. (2016) 6-8: Glencoe Discovering Our Past (2016)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

The main building of Ferndale Elementary School was built in 1924. The top floor houses the main office, the principal's office, six classrooms, a counseling room, a speech room, and two staff bathrooms. In the basement are three classrooms; the EL room, staff work room, custodial and storage rooms, and two student bathrooms. An elevator and two stairways connect the two floors. A new heating system and kitchen remodel were completed in 2008. A new primary wing was built in 2001 and houses eight classrooms, a library, a computer lab, a reading room, and a staff lunchroom. A full-size gym was built in 1967, and a new multi-purpose room was attached to the gym in 2001. Our school maintenance needs are ongoing and largely the result of the age of our school buildings. These needs include electrical, plumbing, roofing, windows, flooring, lighting, and other general facility maintenance requirements. We have problems with water intrusion and deterioration of facilities and have been unable to pass a school bond for facilities maintenance and modernization (Bond Measures failed in 2016 and 2022).

Year and month of the most recent FIT report

January, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	The school's boiler is outdated and is difficult to have repaired.
Interior: Interior Surfaces			X	Water stain on some ceiling tiles. Cracked drywall in storage room. Some rooms in need of paint touch up. Some floor cracks throughout the entire building. Some carpet stained. When widespread flooding occurs ground water comes up through the foundation and flooring and enters the classrooms. We have baseboard that is rotten and fallen away from the wall. Some rot on window frames. We have patched the seals of the windows to reduce the amount of water in the classrooms but the water damage is severe.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		The school cleanliness is excellent for the facility. The facility has issues with ants but we have a pest service and bait that we use as needed. We have gophers that can cause issues for our drainage and outdoor facilities.
Electrical		X		Our school building is 100 years old and our electrical infrastructure is outdated. Our phone system can not be replaced due to our electrical system being outdated. We currently can not purchase replacement phones because they no longer make the model phones that work with our system. We do not have an

School Facility Conditions and Planned Improvements

			intercom that allows us to communicate with staff/classrooms for emergencies.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Our restrooms, sinks, and fountains are clean. We have limited bathrooms for the amount of students and staff that we have on campus. Some urinals cannot be repaired. The restrooms have missing and cracked floor tiles and there is no hot water in any of our restrooms in the main building.
Safety: Fire Safety, Hazardous Materials		X	No deficiencies noted in FIT report. We have updated our safety plan and have practiced our safety drills. We are limited in our response to safety concerns due to our communication limitations at our school site. We need upgrades in our communications systems and campus electrical.
Structural: Structural Damage, Roofs		X	The exterior of our school needs to be repainted. We have cracks in the exterior surface of our building. Our gutters are draining properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	The playground is unlevel and the blacktop is a safety concern from the different pitches and slopes. The drains that move the water on campus off campus are not connected and many of the drains actually flow up hill. Gates have recently been updated. Our campus is open to the public and we have doors that are difficult to lock and are outdated.

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)	43	44	45	43	47	46
Mathematics (grades 3-8 and 11)	38	41	38	38	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	239	234	97.91	2.09	44.44
Female	121	118	97.52	2.48	49.15
Male	118	116	98.31	1.69	39.66
American Indian or Alaska Native	14	13	92.86	7.14	30.77
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	36.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	163	98.19	1.81	49.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	105	97.22	2.78	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	4.88

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	239	234	97.91	2.09	40.60
Female	121	117	96.69	3.31	38.46
Male	118	117	99.15	0.85	42.74
American Indian or Alaska Native	14	13	92.86	7.14	23.08
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	166	162	97.59	2.41	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	105	97.22	2.78	25.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	7.32

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)	25.37	14.47	20.95	15.88	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	81	76	93.83	6.17	14.47
Female	40	37	92.50	7.50	16.22
Male	41	39	95.12	4.88	12.82
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	4.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	48	94.12	5.88	16.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	41	93.18	6.82	2.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	95	95	95	95
Grade 7	100	100	97	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We welcome parental involvement at Ferndale Elementary School. Parents are encouraged to volunteer in their child's classroom, in the library, the computer lab, or on field trips. Parent volunteers play an active role in many of our school activities, fund-raisers, and athletic events. Parents also serve in leadership roles on our School Site Council and Parent Club. Ferndale is a giving community and many of our parents willingly contribute in their areas of expertise to enhance our school's programs or improve our school facility. We also have an DELAC to encourage input from our English Language Learner families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	359	354	74	20.9
Female	185	182	41	22.5
Male	174	172	33	19.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	20	20	6	30.0
Asian	0	0	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	74	72	19	26.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	0	0.0
White	253	250	49	19.6
English Learners	25	23	5	21.7
Foster Youth	2	2	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	190	186	55	29.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	72	20	27.8

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	0.62	2.72	5.29	1.85	2.94	4.30	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	5.29	0
Female	3.24	0
Male	7.47	0
Non-Binary		
American Indian or Alaska Native	15	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.56	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.89	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.74	0

2023-24 School Safety Plan

The Ferndale Unified School District Comprehensive School Safety Plan was completely revised in 2021. and was last reviewed and board-approved in the winter of 2024. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan. Contributing to school safety are the small sizes and the close relationship between faculty members, students, parents, and the community. This relationship fosters a safe and caring learning environment for students. Many inter-district transfer students attend Ferndale Elementary School often being attracted to the school because of the intimacy of the school that includes the small class sizes. School discipline focuses on the use of restorative practices and is tailored to honor the unique circumstances accompanying each student issue requiring intervention and promotes student safety and a positive school climate. Our staff utilizes a student-centered case-by-case approach. With this program, interventions may range from conversations about a particular occurrence, verbal and/or written warnings (referrals) about an occurrence, time-outs and/or detentions (teacher-initiated and monitored), community service assignments, campus/activity restrictions, and school and from school suspensions and/or expulsion from school (Grounds for Suspension or Expulsion: Education Code 48900).

Ferndale Elementary School's code of conduct focuses on the model of Be Safe, Be Responsible, Be Productive, and Be Respectful. These four concepts are promoted in different environments throughout the school. Students do rotations through the stations several times of year to review rules and behavioral expectations.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	17	2		
2	18	1		
3	21		1	
4	19	10		
5	16	6	6	
6	18	13		
Other	21		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	21		2	
1	18	2		
2	22		1	
3	23		1	
4	19	4	5	
5	18	5	5	
6	22	5	6	
Other	21	1	3	

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	19	2	0	0
1	20	2	0	0
2	23	0	1	0
3	24	0	1	0
4	17	4	5	0
5	18	5	6	0
6	19	12	0	0
Other	23	0	2	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	191.11

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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	15463.22	5156.10	10307.11	63304
District	N/A	N/A	10273.09	\$65,111
Percent Difference - School Site and District	N/A	N/A	0.3	-2.0
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	30.1	12.3

Fiscal Year 2022-23 Types of Services Funded

State and Federal categorical funds are used to provide Title I services, School Improvement, English Language Learner services, School counseling, Instructional Aides, Music services, Physical Education, Math and Reading Intervention, and Special Education services.

Ferndale Elementary School uses State and Federal Funds to provide opportunities for all of our students. English Language Learner services are offered to our students who are learning English as a second language. Title I Services are used to support students from different socio-economical backgrounds. Instructional Aides support the needs of students in need of extra support. Many of these targeted students are title 1 eligible or ELL students. Special Education services are funded to allow students with disabilities the ability to receive support and access curriculum. FES offers an academic counselor to 7th and 8th grade students who meets with every student annually to plan for high graduation and post high school success. In addition to an academic counselor, the elementary school provides a social/emotional counselor to meet the needs of students who need support. Funds are also used to keep class sizes as small as possible as small teacher to student ratios help improve student achievement and experiences.

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	\$44,231	\$47,616
Mid-Range Teacher Salary	\$62,927	\$75,580
Highest Teacher Salary	\$75,656	\$100,485
Average Principal Salary (Elementary)	\$81,500	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$115,000	\$157,977
Percent of Budget for Teacher Salaries	34.57%	27.82%
Percent of Budget for Administrative Salaries	3.08%	5.78%

Professional Development

Ferndale Elementary School staff meets Wednesday afternoons for ongoing professional development. All staff members are encouraged to participate in staff development workshops throughout the year. We also provide staff development the week before school starts to date. Staff members can request approval of professional development in instructional strategies, classroom management, state standards instruction, school climate, trauma-informed teaching, and other areas pertinent to their assignment.

Professional Development in 23-24 is focused on reading, math, and strategies to build relationships with teachers and students.

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	3	4	3