Daisy Gibson 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	Daisy Gibson Elementary School
Street	9650 East Palmdale Blvd.
City, State, Zip	Palmdale, Ca, 93591
Phone Number	661-944-6590
Principal	Joshua Konrad
Email Address	jkonradr@keppel.k12.ca.us
School Website	https://www.keppel.k12.ca.us/daisygibsonelementaryschool
County-District-School (CDS) Code	19646426106272

2023-24 District Contact Information

District Name	Keppel Union School District
Phone Number	(661) 944-2155
Superintendent	Priya Darbari
Email Address	drtwalker@keppel.k12.ca.us
District Website	www.keppelunion.org

2023-24 School Description and Mission Statement

Daisy Gibson Elementary School is located in the Keppel Union School District.

Mission Statement
- To educate all students to their highest potential in a safe, equitable, and high motivation learning environment using standards based curricula

Vision Statement
- All students will become well educated citizens who know how to think critically, ask probing questions, access and analyze information, make informed decisions, and constitute positively to their community

The following work toward the mission and vision of the school:
- One of six schools in the Keppel Union School District
- Currently have approximately 630 students enrolled in grades TK - 8
- Positive Behavior Intervention Support (PBIS)
- Students participate in Science, Technology, Engineering, and Mathematics (STEM)

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	81
Grade 2	74
Grade 3	71
Grade 4	69
Grade 5	68
Grade 6	66
Grade 7	63
Grade 8	64
Total Enrollment	662

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
Asian	0.3%
Black or African American	3.2%
Filipino	0.2%
Hispanic or Latino	94%
White	2.4%
English Learners	37.8%
Foster Youth	1.1%
Homeless	0.3%
Socioeconomically Disadvantaged	84.4%
Students with Disabilities	10.7%

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)	27.00	96.43	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.57	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	2.95	12115.80	4.41
Unknown	0.00	0.00	1.00	0.75	18854.30	6.86
Total Teaching Positions	28.00	100.00	133.20	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)	27.20	98.70	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.30	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.40	2.19	11953.10	4.28
Unknown	0.00	0.00	0.20	0.16	15831.90	5.67
Total Teaching Positions	27.60	100.00	157.70	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.30

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)	4.3	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	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	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students, including English Language Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. The textbooks used are Grade TK- Big Day for PreK; ; Grades K-5 – Reach for Reading by	Yes	0.0

	National Geographic. Adoption Date: 2017 Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades.		
Mathematics	All students, including English Language Learners, were provided state-adopted and standards- aligned textbooks and/or instructional materials. The textbooks used are: Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.	Yes	0.0
Science	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The textbooks used in grades TK-8 are from SAVVAS. The adoption date was 2022.	Yes	0.0
History-Social Science	All students, including English Language Learners, were provided stated adopted and standards-aligned textbooks and/or instructional materials. The textbooks that are used for grades K through 2 are Studies Weekly and Impact McGraw Hill for grades 3rd through 8th grade. The adoption date was 2023.	Yes	0.0
Foreign Language	N/A		0.0
Health	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. K – 6th grades use the Health and Wellness series by MacMillan/McGraw Hill Publishing and "Decisions for Health" by Holt, Rinehart and Winston are used in the 7th and 8th grades. Adoption date was 2005.	Yes	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Daisy Gibson custodial staff:
- 1 day custodian
- 1 night custodian
- 1 groundskeeper

Cleaning Schedule:
- Restrooms are cleaned daily
- Nurse's office is cleaned daily
- All other offices and classrooms are cleaned every day
- Carpets are cleaned during breaks on a rotating basis
- Preventative maintenance and additional services are performed by work order requests

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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)	23	25	30	31	47	46
Mathematics (grades 3-8 and 11)	17	20	19	20	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	392	385	98.21	1.79	25.45
Female	185	181	97.84	2.16	27.62
Male	207	204	98.55	1.45	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	368	362	98.37	1.63	25.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	12	92.31	7.69	41.67
English Learners	136	131	96.32	3.68	8.40
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	351	98.04	1.96	24.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	3.39

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	392	390	99.49	0.51	19.74
Female	186	184	98.92	1.08	16.85
Male	206	206	100.00	0.00	22.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	368	367	99.73	0.27	19.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	12	92.31	7.69	25.00
English Learners	136	136	100.00	0.00	8.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	356	99.44	0.56	17.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	3.39

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)	13.08	19.53	12.67	13.65	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	129	128	99.22	0.78	19.53
Female	56	56	100.00	0.00	17.86
Male	73	72	98.63	1.37	20.83
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	123	122	99.19	0.81	18.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	51	51	100.00	0.00	3.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	117	99.15	0.85	17.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	9.09

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	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.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to learn about the school and our learning environment by participating in decision-making groups. This school year parents are invited to attend online School-Wide events. The following are some ways that parents can participate at Daisy Gibson School. Daisy Gibson utilizes several ways to communicate with parents including, email notifications through PeachJar, notifications through the Class Dojo app, Parent Square App and the Blackboard Message, and paper flyers. Parents are encouraged to contact the school administrator to learn about the various activities and how to be involved.

OPPORTUNITIES FOR PARENT INVOLVEMENT
- School Site Council
- Parent Teacher Association
- English Learner Advisory Council
- District English Learner Advisory Council
- Back to School Night
- Open House
- Student Performances
- Monthly Coffee and Chat with the Principal
- Kindergarten Round-Up
- STEM Fest

Parents are also highly encouraged to participate in district-directed online programs as available.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	753	715	319	44.6
Female	362	341	157	46.0
Male	391	374	162	43.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	26	24	17	70.8
Filipino	1	1	0	0.0
Hispanic or Latino	701	666	286	42.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	23	22	15	68.2
English Learners	299	285	116	40.7
Foster Youth	10	9	7	77.8
Homeless	14	11	5	45.5
Socioeconomically Disadvantaged	677	646	289	44.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	100	55	55.0

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.

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	5.76	3.59	0.00	4.77	4.41	0.20	3.17	3.60
Expulsions	0.00	0.14	0.13	0.00	0.03	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.59	0.13
Female	2.21	0
Male	4.86	0.26
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	3.28	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.35	0
English Learners	4.35	0.33
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.69	0.15
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

Our school safety plan is revised annually. The school safety plan was reviewed by the School Site Council and adopted by the Board of Trustees on April 5, 2022.
The plan includes:

- Evacuation procedures in case of an earthquake, fire, or other emergencies
- Provides procedures for search and rescue
- Emergency medical care
- Sanitation
- Supplies
- Release of students

Fire drills and disaster drills are held monthly.

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	23		5	
1	23		3	
2	24		3	
3	24		3	
4	35			2
5	33			
6	33		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	22	2	3	
1	24		3	
2	20	1	2	
3	25		3	
4	33		1	
5	33			
6	29		2	
Other	9	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

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	662

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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

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	5,082	30	5,052	84,613
District	N/A	N/A	6,131	$79,395
Percent Difference - School Site and District	N/A	N/A	-19.3	8.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-26.5	0.0

Fiscal Year 2022-23 Types of Services Funded

Daisy Gibson has developed a School Plan for Student Achievement (SPSA). This plan has a variety of goals that are funded to help students increase achievement.

Services that have been funded are as follows:
- Teacher Professional Development, Technology
- Academic Intervention supports
- Special Education materials
- STEM-focused goals, and Family Engagements
- Universal Design Lesson Planning
- Project Lead the Way

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	$45,629	$54,046
Mid-Range Teacher Salary	$82,240	$84,515
Highest Teacher Salary	$104,851	$110,867
Average Principal Salary (Elementary)	$126,734	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$191,360	$217,473
Percent of Budget for Teacher Salaries	27.52%	32.43%
Percent of Budget for Administrative Salaries	4.89%	5.62%

Professional Development

* District Level Professional Development:
* Two days at the beginning of the school year.
*   SAVVAS science curriculum training
* Two days throughout the school year.

* Teacher Support Program
* Provides professional development and ongoing support for new teachers.
*   Professional development and support are designed around the California Standards for Teaching Profession.

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 days	4d	4 days