Blosser Lane 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	Blosser Lane Elementary School
Street	1275 Blosser Lane
City, State, Zip	Willits, CA 95490
Phone Number	(707) 459-3232
Principal	Margaret Duran
Email Address	margaretduran@willitsunified.com
School Website	https://www.willitsunified.com/o/blosser-lane
County-District-School (CDS) Code	23-65623-6108369

2023-24 District Contact Information

District Name	Willits Unified School District
Phone Number	(707) 459-5314
Superintendent	Mark Beebe
Email Address	markbeebe@willitsunified.com
District Website	www.willitsunified.com

2023-24 School Description and Mission Statement

The staff and administration at Blosser Lane Elementary School promote a safe, respectful, responsible, and kind learning environment. We believe that each student has the right to learn and achieve their full potential. Being taught and mentored by a dedicated staff, we strive to instill a love of learning in all our students. We establish high expectations and standards of learning, and we accept collaborative responsibility for ensuring each student's growth.

There have been different impacts from the experiences of remote learning, and we are focusing our efforts on the acceleration and recovery of learning. We have five 3rd-grade classes, four 4th-grade classes, three 5th-grade classes, two Resource Specialist Program teachers, one mod-severe class, and one Counseling Enriched classroom. We provide a full range of Special Education services, we have Gifted and Talented Education (GATE) cluster groups at each grade level, and provide English Language Development to our English Language learners. We use state-adopted materials and teach the California state standards. Blosser has a part-time and full-time counselor to support children's social and emotional needs.

The curriculum is consistent and progressive. We use the same general education programs at each grade level in the areas of English Language Arts, Mathematics, Science, and Social Studies. Additional intervention groups are provided in the areas of reading, writing, and mathematics as needed. Professional Learning Team (PLT) time is set aside on Tuesdays for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	112
Grade 4	88

Grade 5	150
Grade 6	1
Total Enrollment	351

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	3.1%
Asian	0.3%
Black or African American	0.3%
Hispanic or Latino	34.8%
Two or More Races	3.1%
White	27.6%
English Learners	19.1%
Foster Youth	0.9%
Homeless	1.4%
Migrant	12.3%
Socioeconomically Disadvantaged	65.8%
Students with Disabilities	12.8%

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)	15.00	83.33	72.90	66.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.56	12.70	11.59	11216.70	4.08

	0.00	0.00	10.30	9.40	12115.80	4.41
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.30	9.40	12115.80	4.41
Unknown	2.00	11.11	11.30	10.25	18854.30	6.86
Total Teaching Positions	18.00	100.00	110.30	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)	14.00	77.35	80.10	70.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.60	4.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.05	10.60	9.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	11.05	9.80	8.71	11953.10	4.28
Unknown	0.10	0.55	8.10	7.14	15831.90	5.67
Total Teaching Positions	18.10	100.00	113.30	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	1.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

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

	0.00	2.00
Local Assignment Options	0.00	2.00
Total Out-of-Field Teachers	0.00	2.00

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)	6.2	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	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

English Language Arts (Benchmark Advance 2017) and Math (McGraw Hill Everyday Math, 2016 edition) curriculum was adopted from the most recent list of the State Board of Education approved materials, in 2017. Science (Saavas, 2020) and Social Studies (Saavas, 2020) were adopted from the State Board of Education approved list of materials at the time of selection.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, 2017 edition Adopted 2016	Yes	0
Mathematics	Everyday Mathematics, 2016 edition, McGraw Hill	Yes	0
Science	Elevate Elementary Science, 2020	Yes	0
History-Social Science	Saavas Social Studies, 2020	Yes	0

School Facility Conditions and Planned Improvements

Blosser Lane Elementary School opened in 1989, and while it is starting to show its age, visitors often comment on the beauty of the campus. There is a school cafeteria and stage, 21 full-size classrooms, plus two special education rooms with restrooms and kitchens, one book room, one small meeting area between rooms 16 and 17, one school psychologist office, two Resource Specialist Program (RSP) classrooms (one with a restroom), and one speech and language classroom.

School Facility Conditions and Planned Improvements

We have four sets of student restrooms accessible from the outside, including one set also accessible from the inside of the cafeteria. The main office complex is located in the middle of the campus. The staff room, library, conference room, principal's office, main office, nurse technician's office, a restroom accessible from the outside, and three inside restrooms are located in the main office complex.

The playground pavement is lined for basketball, kickball, four square, volleyball, tether-ball, relays, and 1/8 mile run. The custodians, maintenance department, staff, and students take good care of our campus. Restrooms, classrooms, and all other buildings and facilities are clean and regularly maintained. Most classrooms have had the carpeting replaced. New paneling has been installed on some of the exterior walls. A new roof was installed over all the buildings this past year.

Year and month of the most recent FIT report	2022, September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC plant needs replaced, current HVAC plant consumes huge amount of energy with little benefit
Interior: Interior Surfaces			X	Ceiling panel stains,carpet seams separating and rippling, lower cabinet door missing, wall paper rippling and tears
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Abandoned but remaining low voltage wiring creating visual clutter in classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Interior fountains all disconnected due to lead. Filtered hydration-stations installed on outside of buildings at intervals and in the cafeteria (multi-purpose room)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New roof was installed throughout the campus
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tree roots lifting blacktop, tripping hazard, Exterior paint cracking. Work orders submitted.

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)	24	22	28	26	47	46
Mathematics (grades 3-8 and 11)	19	18	18	16	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	338	332	98.22	1.78	22.36
Female	156	153	98.08	1.92	21.71
Male	182	179	98.35	1.65	22.91
American Indian or Alaska Native	11	11	100.00	0.00	18.18
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	115	115	100.00	0.00	20.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	122	119	97.54	2.46	22.69
White	88	85	96.59	3.41	25.88
English Learners	55	55	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	218	98.20	1.80	17.97
Students Receiving Migrant Education Services	39	39	100.00	0.00	17.95
Students with Disabilities	53	50	94.34	5.66	14.29

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	330	97.63	2.37	18.18
Female	156	152	97.44	2.56	11.84
Male	182	178	97.80	2.20	23.60
American Indian or Alaska Native	11	11	100.00	0.00	9.09
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	115	114	99.13	0.87	15.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	122	119	97.54	2.46	21.01
White	88	84	95.45	4.55	19.05
English Learners	55	55	100.00	0.00	5.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	216	97.30	2.70	14.81
Students Receiving Migrant Education Services	39	38	97.44	2.56	15.79
Students with Disabilities	53	50	94.34	5.66	8.00

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)	23.26	21.90	18.56	17.66	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	145	140	96.55	3.45	22.14
Female	66	64	96.97	3.03	18.75
Male	79	76	96.20	3.80	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	22.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	25.00
White	62	57	91.94	8.06	21.05
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	94	95.92	4.08	18.09
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
Students with Disabilities	27	25	92.59	7.41	20.00

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

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

Since its founding, Blosser Lane has invited and welcomed volunteer parents and community members on the campus. School personnel communicate with families regularly through weekly automated messages, the school and district websites, communication platforms (i.e. ClassDojo, Remind,...), and newsletters. Parents are made to feel welcome through various informational and community-building events. Events include Back-To-School Night, parent-teacher conferences, Open House, parent education events, a variety of student special events, a book fair, activities for the fifth-grade promotion, and more. Other opportunities include participation in community meetings to provide input to the district in a variety of areas, including facility needs and planning, and involvement on various district committees.

The Parent Teacher Organization (PTO) and site leadership provide many opportunities for parent engagement, such as annual school-wide day and evening events, volunteering in the classroom, supporting those in need locally and globally, and organizing occasional events such as guest speakers and assemblies. Our PTO sponsors community-building events throughout the school year; it continues to meet remotely to discuss ways to support our students and families, plus presents ideas for fundraising activities.

Blosser Lane has an active School Site Council with the community, parents, teachers, staff, and administrative members. This group reviews and revises our school site plan, and our safety plan, and gives input on our district Local Control and Accountability Plan (LCAP) to support school improvement actions. Parent participation is requested in the determination and development of LCAP funding. The Kids Club of Willits operates an after-school program adjacent to Blosser Lane, until 5:30 p.m. each school day.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	362	360	169	46.9
Female	168	168	79	47.0
Male	194	192	90	46.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	11	3	27.3
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	124	123	62	50.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	11	11	3	27.3
White	103	102	48	47.1
English Learners	67	67	33	49.3
Foster Youth	5	5	2	40.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	242	240	125	52.1
Students Receiving Migrant Education Services	43	43	20	46.5
Students with Disabilities	64	63	35	55.6

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	2.37	3.59	0.52	5.67	7.53	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	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
Female	3.57	0
Male	3.61	0
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.91	0
English Learners	1.49	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.69	0

2023-24 School Safety Plan

The safety of students and staff is a priority and primary concern of Blosser Lane Elementary School. The School Safety Plan is reviewed and revised yearly by staff, (January 2023), and the Site Council (January 2023). The Safety Plan was approved by our School Board (February 9, 2022). The school is always in compliance with all laws, rules, and regulations pertaining to safety standards. It has a Comprehensive School Safety Plan that includes strategies and programs to address a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) procedures to notify teachers of dangerous pupils; e) sexual and gender-based harassment policies; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; h) rules and procedures on school discipline; i) bullying and harassment policies; j) suicide prevention measures; and k) school counseling.

Key elements of our Safety Plan include: Monthly fire drills, and safety drills, including lock-down drills, and earthquake drills are conducted annually; The Positive Behavior Intervention Support (PBIS) program, whereby behavioral expectations for all areas of school are explained, taught, and reviewed with students on a regular basis; plus, specific information and responsibilities to be performed by staff in the event of an emergency or disaster. The safety plan is reviewed in January and updated annually by staff with the support of a School Site Council Committee (SSC).

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
3	19	7		
4	20	2	2	
5	22		4	
Other	8	3		

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
3	21	1	3	
4	23		6	
5	17	1	4	

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	22	1	4	0
4	18	1	3	0
5	28	0	5	0
6	0	0	0	0
Other	26	0	1	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	1
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	$13,195.39	$5,280.66	$7,914.74	$55,792.60
District	N/A	N/A	$8,533.57	
Percent Difference - School Site and District	N/A	N/A	-7.5	-6.4
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	18.2	-26.7

Fiscal Year 2022-23 Types of Services Funded

Intervention programs and services exist to support and assist students. Intervention for general education students is provided in the areas of reading, writing, and mathematics by general education teachers and para-educators; and, in Language Arts, by our Reading Specialist teacher/coach. Speech is provided for students identified with an Individualized Education Program (IEP) by a registered speech pathologist and a speech paraprofessional. Intervention for students in special education is provided by Resource Special Education teachers and a special education para-educator. A Special Education Director is the Administrator for Case Managers of all of the RSP students.

A counselor provides counseling support to students and families, and supports our Positive Behavioral Intervention Supports (PBIS) program. Another therapist focuses on supporting families and students, and leads a First Steps Next program, TK-5, to support students with behavioral concerns. Support for families of students who speak Spanish is provided by our family support team member who translates at meetings, helps families access technology and services, and provides translation of documents.

Time is set-aside during Professional Learning Team (PLT) time on Tuesdays (60 minutes per week) for teachers to collaborate and discuss student data and support as well as teaching strategies. Time is also provided weekly after school for approximately 60-90 minutes per month. Teachers continue to participate in staff development opportunities throughout the year. Paraprofessionals are utilized in the development and implementation of small group instruction and intervention. There is a focus on evidence based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS); certificated, classified, and administrative representation on both committees as well as supporting staff and students in creating an SEL learning community.

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	28.47%	27.82%
Percent of Budget for Administrative Salaries	6.01%	5.78%

Professional Development

Teachers take time each year to improve their teaching skills and to expand their knowledge of the subjects they teach. In 2023/24 we had five days set aside by the district for professional growth. Those full days do not include the opportunities used after school on early release days. This year, we moved the four days so they are spaced throughout the year

Our professional development (PD) for 2023/24 includes Benchmark Universe Guided Reading training - part of the board-adopted Benchmark curriculum. We also had PD on our newly district-purchased Science and Social Studies, and ELD instruction for designated ELD, which will help us support our Tiers 1 and 2 instruction for English learners. Professional development around using positive discipline strategies in classrooms and around campus.

Our site and our school district have leadership teams participating in the California Principals' Support Network. The Network is structured to help us use our time and resources in ways that foster a positive, collaborative culture and optimize learning for all students. Staff is also being supported by the Mendocino County Office of Education in the development of Positive Behavior Intervention Support (PBIS) and Multi-Tiered Systems of Support (MTSS).

Additionally, teachers meet weekly in Professional Learning Teams to review data, curriculum, and plan for student success. During this time, staff also reflects upon needs for their programs.

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	4	5