

Brookside 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/fq/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	Brookside Elementary School
Street	20 Spruce Street
City, State, Zip	Willits, CA 95490
Phone Number	(707) 459-5385
Principal	Kathleen Crossman
Email Address	KathleenCrossman@willitsunified.com
School Website	https://www.willitsunified.com
County-District-School (CDS) Code	23-65623-6025290

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 Brookside Elementary School Mission and Vision statements were developed collaboratively by the Brookside staff. In April of 2023 we began revising them to reflect our emphasis on supporting the whole child and our staff members, including everyone's health and mental well-being. We are the first school in our county to become a certified Blue Zones School, and reflect that in our Mission, as well.

VISION:

The Brookside community is united in...

- Ensuring that all students meet grade-level standards and learn at high levels.
- Ensuring students and staff can self-regulate, feel supported and effectively problem solve.
- Ensuring a rich student experience that includes community involvement, the arts and experiential learning.

MISSION:

The Brookside Community...

- Guarantees our students' learning experiences through data-based, collaborative, multi-tiered instruction, and supports teachers and staff in implementing research-based strategies.
- Cultivates a safe and positive school environment with the consistent use of social and emotional learning programs, the use of a variety of PBIS strategies such as 'Mindful Minute' supported by our counselors, and purposeful, planned opportunities for staff and student wellness, in conjunction with Blue Zones.

Additionally, we created a Guiding Coalition Mission Statement. Our Guiding Coalition is a group of our leadership team who are members of the countywide California Principals' Support (CAPS) Network.

GUIDING COALITION MISSION:

The purpose of the Guiding Coalition at Brookside Elementary is to unite our grade-level teams in guaranteeing our students' learning experience, using data-based collaboration that is focused on outstanding Tier 1 instruction.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	139
Grade 1	110
Grade 2	114
Total Enrollment	363

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	1.9%
Asian	0.3%
Hispanic or Latino	32.5%
Two or More Races	3.9%
White	16.5%
English Learners	12.1%
Foster Youth	1.1%
Homeless	3.9%
Migrant	5.2%
Socioeconomically Disadvantaged	63.6%
Students with Disabilities	7.4%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	83.33	72.90	66.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.56	3.00	2.72	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.70	11.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.56	10.30	9.40	12115.80	4.41
Unknown	1.00	5.56	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)	18.80	94.95	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)	0.00	0.00	10.60	9.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.80	8.71	11953.10	4.28
Unknown	1.00	5.05	8.10	7.14	15831.90	5.67
Total Teaching Positions	19.80	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	4.7

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

Our E/LA (Benchmark Advance 2017) and Math (McGraw Hill Everyday Math, 2016 edition) curriculum was adopted from the list of the State Board of Education approved materials, in 2017. Science (Savvas, 2020) and Social Studies (Savvas, 2019) were also adopted from the State Board of Education approved list of materials.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2017, Kindergarten through Grade 2 Benchmark Ready to Advance 2018, Transitional Kindergarten (TK)- The TK program is inclusive of all subject areas.	Yes	0%
Mathematics	McGraw Hill Everyday Math, 2016 edition Adopted 2017	Yes	0%
Science	Elevate Science, Savvas, Grades K-2 2020 edition	Yes	0%
History-Social Science	My World CA History/Social Science, Savvas, Grades K-2 2019 edition Three Cheers for PK, Grade TK	Yes	0%

School Facility Conditions and Planned Improvements

Brookside School is in good repair for being seventy years old. There are signs of wear and tear, but overall the school is maintained. The custodians and maintenance crew inspect all playground equipment, fire extinguishers and all other safety related equipment. The site includes 24 classrooms of which 19 are used for rostered classrooms. There are two sets of student bathrooms and one other bathroom available that can accommodate special needs. Additionally, two TK classrooms and the full day special education classroom include bathrooms. There are two staff bathrooms. A section of older portables are used for storage, the library, book room, reading support room, special education resource room, counseling and behavior skills room and a kindergarten classroom. The site also houses the State Pre-School. Head Start buildings are located on the Brookside campus. New windows were installed in many rooms at the school to improve electrical efficiency and to promote safety. A new roof was installed last year to the permananet rooms. We are working diligently to keep our aging building in the best possible condition. A bond was approved by voters and we are updating and repairing per the bond plan.

Year and month of the most recent FIT report

10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None 100%
Interior: Interior Surfaces			X	Office: Carpet is old and stained. Excess legacy communication wires, punchdown blocks, and unused low voltage wiring. RR Office Women: Ceiling needs repair from old roof leaks before new roof was installed. RR Office All Staff: Ceiling needs repair from old roof leaks before new roof was installed. Rm 1: Flooring is warn, scratched and stained- past it's useful life. Rm. 2: Flooring is warn, scratched and stained- past it's useful life. Rm. 3: Flooring is warn, scratched and stained- past it's useful life. Two ceiling tiles appear to be loose. Rm 4: Flooring is warn, scratched and stained- past it's useful life. One ceiling tile appears to be loose. Rm. 5: Flooring is warn, scratched and stained- past it's useful life. Rm. 6: Flooring is warn, scratched and stained- past it's useful life. Rm 7: Flooring is warn, scratched and stained- past it's useful life. Rm. 8: Flooring is warn, scratched and stained- past it's useful life. Rm 9: Flooring is warn, scratched and stained- past it's useful life. Rm 9 RR Boys: Door jamb needs to be repaired or replaced. Sink wall needs stainless steel cover. Rm. 10: Rm is long overdue for interier painting. Rm. 11: Rm is long overdue for interier painting. Rm. 12: Rm is long overdue for interier painting. Ext cord at window needs to be removed as well as old television cable wiring. Rm 13: Rm is long overdue for interier painting. Rm. 14: Flooring is warn, scratched and stained- past it's useful life. A few ceiling tiles need to be resecured. Rm. 15: Rm is long overdue for interier painting. Small fountain is missing bubbler.

School Facility Conditions and Planned Improvements

			<p>Rm. 16: Rm is long overdue for interior painting. Floor is spongy, dry rotted, potential for collapsing. Roof is past lifespan.</p> <p>Rm. 16 Restroom: Rm is long overdue for interior painting.</p> <p>Library: Painting of old roof leak stains needed.</p> <p>Rm. 19: Floors need to be updated, old roof leak stains painted.</p> <p>Rm. 20: Floors need to be updated, old roof leak stains painted.</p> <p>Rm. 21: Floors need to be updated, old roof leak stains painted.</p> <p>Rm. 22: Floors need to be updated, old roof leak stains painted.</p> <p>Cafeteria: Two light fixtures not working.</p> <p>Playground RR Boys: Interior paint needed.</p> <p>Playground RR Girls: Interior paint needed.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		None
Electrical	X		Rm. 12: Ext cord at window needs to be removed as well as old television cable wiring. Cafeteria: 2 light fixtures not working. P33: Objects in front of electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		RR, Rm. 15: Small fountain is missing bubbler.
Safety: Fire Safety, Hazardous Materials	X		None
Structural: Structural Damage, Roofs	X		Rm. 16: Rm is long overdue for interior painting. Floor is spongy, dry rotted, potential for collapsing. Roof is past lifespan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Rm 9 RR Boys: Door jamb needs to be repaired or replaced. Sink wall needs stainless steel cover.

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)					47	46
Mathematics (grades 3-8 and 11)					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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)			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
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All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

The Willits community is very supportive of our schools. Parents have multiple opportunities to be involved at Brookside. We especially appreciate our fingerprinted family classroom volunteers. There is an ambitious Parent Teacher Organization (PTO) whose primary purpose is to provide support and enrichment to the students and staff of Brookside Elementary. Volunteers lead our PTO sponsored Book Give Away, where a brand new book is provided to every student at the school at times throughout the year. Additionally, the PTO provides materials for students and classrooms, reading encouragement, funding for assemblies, and addresses other needs that arise. PTO parents join with teachers to create and lead events such as Color Run, Spooky Story Night, Read Across America Story Night, and Family Game Night. Brookside also welcomes a variety of other volunteers such as high school students who volunteer as part of their school programs.

Classroom teachers, office personnel, and other staff members, as well as PTO officers, can help any parent become more involved with Brookside School. Families are encouraged to attend Meet and Greet with the teacher, Back to School Night, Open House, Spooky Story Night, the costume parade, our Color Run, International Walk to School Day, and Family Game Nights/Book Exchanges. In addition to the annual Kindergarten Graduation, First Grade Sing, Second Grade Winter Program, PBIS/Student of the Month assemblies each trimester, and school-wide Talent Show, many classrooms invite families throughout the year to student presentations. Parents and family members are invited by teachers to volunteer in classrooms. Our PTO reimburses families for some of the costs of required fingerprinting so family members can volunteer.

Family and community members are an integral part of the School Site Council which is a joint council with all TK-5 schools in the district, including Blosser Lane Elementary, Brookside Elementary and Sherwood School. Our joint School Site Council takes an active role in helping to provide direction and support for our schools. The School Site Council also reviews the district LCAP and provides input into this plan. Reviewing and monitoring each site's Safety Plan and School Plan for Student Achievement are also important roles of this council.

Teachers, PTO officers, and school administrators communicate with families regularly through newsletters, notices on Class Dojo, automated messages home, phone calls, face to face meetings, the school and district websites and Facebook pages, and articles in our local newspapers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	383	219	57.2
Female	185	180	96	53.3
Male	217	203	123	60.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	12	8	4	50.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	132	129	71	55.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	9	64.3
White	74	67	34	50.7
English Learners	52	51	26	51.0
Foster Youth	5	5	1	20.0
Homeless	14	14	12	85.7
Socioeconomically Disadvantaged	263	255	164	64.3

Students Receiving Migrant Education Services	19	19	10	52.6
Students with Disabilities	56	54	34	63.0

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	2.28	2.49	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	2.49	0
Female	0.54	0
Male	4.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	1.35	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.28	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

2023-24 School Safety Plan

The well-being and safety of our students is our priority. The School Safety Plan is reviewed and revised yearly by staff, the School Safety Committee (January 17, 2023), our Parent Teacher Organization (November 8, 2022) and the Site Council (February 5, 2023). The Safety Plan was District approved on February 6, 2023, and was discussed and shared with staff. It was sent to the Chief of Police on February 7, 2023. There is a complete Safety plan on file at the District Office and at the Site. Adult supervision is provided at all times while school is in session. Visitors to the campus, and fingerprinted volunteers, are required to sign in at the office and obtain a visitor's pass. A system is in place for classroom and playground emergency assistance. Safety drills, including fire drills, lock-down drills, and earthquake drills are conducted throughout each year. We are transitioning to using Catapult system to communicate electronically with emergency services, staff and community. Teams have been developed as part of the emergency plan to ensure that there would be staff assigned to stay with students and others assigned to help with the various tasks required during an emergency.

A site health aide is on-hand during school hours to provide first aid, administer prescribed medications, oversee required vaccinations, and organize health screenings. A licensed nurse is available for consultation to coordinate special health needs of our students and others in the District. Playground equipment is checked to ensure safety.

Behavioral and safety expectations are taught and reviewed with students on a regular basis as part of our Building Effective Schools Together practices (BEST). Behavior standards for all areas of our school are explained and students are taught the expected behaviors. During 2013-2014, the district began implementation of the Elementary School Counseling Grant which provided some intervention and counseling for students who need additional assistance. This grant included social skills groups, individual counseling, and family support services. Our school and district have continued to offer most of these services after the expiration of the grant. Our marriage family therapist is on staff to support students full time. In the 2022-2023 year our district began the First Steps Next program and we have a half time counselor and a full time behavioral aid to work with students who need to build safety and self-discipline skills. We work closely with outside agencies such as the Mendocino County Youth Project who provide youth success coaches supervised by a marriage family therapist.

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	20	2	4	
1	18	5	1	
2	17	5		
Other	11	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	19	7		
1	25	1	3	1
2	19	5	1	

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	20	4	3	0
1	22	1	4	0
2	23	0	5	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,450.01	\$5,117.87	\$8,332.14	\$57,457.72
District	N/A	N/A	\$8,533.57	
Percent Difference - School Site and District	N/A	N/A	-2.4	-3.4
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	23.3	-23.8

Fiscal Year 2022-23 Types of Services Funded

A variety of programs and services exist to support and assist students:

Intervention for general education students in Language Arts and Math is provided by general education teachers, and para-educators, and in Language Arts by our reading teacher and literacy coach.

Intervention for students in special education is provided by the general education teachers, special education para-educators and our reading teacher. The RSP teacher is the Case Manager for all of our RSP students.

Speech is provided for students identified by an IEP.

A marriage family therapist provides counseling support to students and families, and leads 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 members who translate at meetings, help families access technology, school and community services, and provide translation of documents and conversations.

Time is set aside for teachers to collaborate by grade-level and discuss student data and plan in-class interventions during PLC time on Tuesdays (30 minutes per week). Time is also provided weekly after school for approximately 60-90 minutes per month.

Mendocino County Office of Education is providing support in the following areas:

Fiscal Year 2022-23 Types of Services Funded

Special Education
Occupational Therapy
Homeless and Foster Student Services
Attendance
Positive Discipline
Multi-tiered Systems of Support at all system levels
Social-emotional Learning

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

Our team members take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. In 2023/24 we have four days and two designated partial days set aside by the district for professional growth. These days do not include the opportunities used after school on early release days.

Our professional development for 2023/24 includes Tier 1 instruction using Benchmark Phonics - part of the board-adopted Benchmark curriculum. We also had PD on our newly purchased Heggerty Phonics materials as well as instruction on developing our designated and integrated instruction for English learners.

Our marriage family therapist counselor continues to train staff in social/emotional learning and positive discipline, during after school pop-up type meetings, as requested and as data shows a need for support. Additional professional growth for teachers and para-educators is provided as requested. Para-educators are an important part of our instructional team and are always paid to stay late when needed to attend all staff professional development and specific training from our reading specialist.

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	4.5