

Sherwood 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	Sherwood Elementary School
Street	32600 Sherwood Rd.
City, State, Zip	Willits, CA, 95490
Phone Number	707-984-6769
Principal	Kathleen Crossman
Email Address	kathleencrossman@willitsunified.com
School Website	https://www.willitsunified.com/o/sherwood
County-District-School (CDS) Code	23-65623-6104590

2023-24 District Contact Information

District Name	Willits Unified School District
Phone Number	7074595314
Superintendent	Mark Beebe
Email Address	markbeebe@willitsunified.com
District Website	www.willitsunified.com

2023-24 School Description and Mission Statement

Sherwood School is an alternative small school located ten miles outside of Willits, California. Sherwood School serves a widely scattered population living on ranches, homesteads, and the Sherwood Rancheria Band Reservation within the Sherwood Road vicinity. The school is also open to all students living in and around the Willits community. The school has an enrollment of approximately 45 students in kindergarten through fifth grades. The school currently consists of three classrooms (K-1, 2-3 and 4-5) which are supervised by a shared principal, 3 FTE teaching staff, 1.0 FTE combined district position: secretary/classroom assistant, and 3 part time Instructional assistants.

Sherwood School is partially funded by a state grant for a Necessary Small School which is administered by the Willits Unified School District. Since its opening in 1984, the operations of Sherwood School have depended upon the combined support of the parents and the Willits Unified School District. Families have volunteered their time providing reliable transportation to school as well as maintenance, construction and improvements to the school.

The 1984 agreement establishing Sherwood Elementary School outlined the joint responsibility for Special Education Services. The District offers Special Education services to the students and parents are responsible to transport their student to and from the services that are available in town.

Sherwood School is fortunate to have an extremely active group of supporters known as Friends of Sherwood School, Inc (FOSSI). This group actively seeks out grants and fund-raises to provide additional experiences for the students such as field trips, art and music instruction.

The combined efforts of the district, families, teachers and students to improve the quality of education at Sherwood, results in a cooperative, family-like environment where children are excited about learning.

Sherwood Elementary School is a Common Core Standards based, family oriented learning community, providing a safe, respectful, and nurturing environment for all students. Our staff, families, and community encourage all students to reach their highest academic and social potential and to be confident, independent thinkers and responsible citizens.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	8
Grade 1	6
Grade 2	9
Grade 3	6
Grade 4	9
Grade 5	9
Grade 6	7
Grade 7	9
Grade 8	5
Total Enrollment	68

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
American Indian or Alaska Native	1.5%
Asian	1.5%
Hispanic or Latino	7.4%
Two or More Races	2.9%
White	38.2%
English Learners	2.9%
Socioeconomically Disadvantaged	69.1%
Students with Disabilities	10.3%

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)	3.50	77.78	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)	0.00	0.00	12.70	11.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.30	9.40	12115.80	4.41
Unknown	1.00	22.22	11.30	10.25	18854.30	6.86
Total Teaching Positions	4.50	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)	3.60	64.40	80.10	70.64	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	17.89	4.60	4.07	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	17.89	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	0.00	0.00	8.10	7.14	15831.90	5.67
Total Teaching Positions	5.50	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	1.00
Vacant Positions	0.00	0.00

Total Teachers Without Credentials and Misassignments	0.00	1.00
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The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)		
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments		
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	14.2

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		October 2023	
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 5 Benchmark Ready to Advance 2018	Yes	0
Mathematics	McGraw Hill Everyday Math, 2016 edition Adopted 2017	Yes	0
Science	Elevate Science, Savvas, Grades K-5 2020 edition	Yes	0
History-Social Science	My World CA History/Social Science, Savvas, Grades K-5 2019 edition	Yes	0

School Facility Conditions and Planned Improvements

Facilities information is on file at the Willits Unified District Office.

Year and month of the most recent FIT report

10/4/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Office is aged. Office area in need of new flooring. Door kicks should be applied to office door to repel rats. Rm 3: One ceiling tile with hole in it. Rm
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Door kicks should be applied to office door to repel rats.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR: Could use some fresh interior paint. Door surface rusty on interior. Staff RR: Could use some fresh interior paint. Door surface rusty on interior. Girls RR: Could use some fresh interior paint. Door surface rusty on interior.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm. 1: VCT flooring has crack down the seam of the portable building.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Shed is old and dilapidated. Should be torn down and replaced.

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)	36	29	28	26	47	46
Mathematics (grades 3-8 and 11)	22	29	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	49	28	57.14	42.86	28.57
Female	22	13	59.09	40.91	46.15
Male	26	14	53.85	46.15	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	13	56.52	43.48	30.77
White	20	10	50.00	50.00	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	22	62.86	37.14	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
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	49	28	57.14	42.86	28.57
Female	22	13	59.09	40.91	38.46
Male	26	14	53.85	46.15	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	13	56.52	43.48	38.46
White	20	10	50.00	50.00	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	22	62.86	37.14	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
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)	--	45.45	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	19	11	57.89	42.11	45.45
Female	--	--	--	--	--
Male	11	6	54.55	45.45	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	10	66.67	33.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parent involvement is a key factor to the success of Sherwood Elementary School. Parents are encouraged to volunteer in their child's classroom and share time, expertise, and/or resources. Parent participation is requested in the determination and development of LCAP funding. Friends of Sherwood School, Inc. (F.O.S.S.I.), a non-profit educational foundation, is open to all families and other interested parties who wish to support Sherwood School. This organization's funds enrich and enhance the school's programs by providing funding for field trips, cultural arts activities, supplemental materials and equipment, and guest speakers. Families and members of the community are invited to share in the fundraising activities, including Fall Festival and candy sales. Families receive regular written and verbal communication including notes/letters from teachers, notification of activities, and newsletters and access to grades and attendance through online services.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	99	90	26	28.9
Female	50	44	11	25.0
Male	48	45	14	31.1
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	2	2	1	50.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	10	8	4	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	42	39	8	20.5
English Learners	2	2	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	69	60	24	40.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	14	4	28.6

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	0.00	7.07	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	7.07	0
Female	4	0
Male	10.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.67	0

2023-24 School Safety Plan

The school safety plan is adopted annually and provides a comprehensive description of emergency situations and action procedures for earthquake, fire, crisis communication, and other emergencies. A school site critical incident box and first aid kit are located in each classroom and in the school office. A safe orderly environment, with consistent rules, is reinforced with individual and school-wide incentives. Fire, earthquake and intruder drills are conducted as required by state law.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	9	1		
Other	17	3	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	1	1		
6	6	2		
Other	17	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	1	1	0	0
Other	18	2	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	
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	\$10,868.98	\$4,592.50	\$6,276.49	\$65,167.33
District	N/A	N/A	\$8,533.57	
Percent Difference - School Site and District	N/A	N/A	-30.5	9.2
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-4.9	-11.3

Fiscal Year 2022-23 Types of Services Funded

Intervention classes are provided in the areas of reading, mathematics, and writing as needed. Time is set-aside for teachers to collaborate and discuss student learning and teaching strategies. Teachers continue to participate in staff development opportunities throughout the year. Instructional aides are utilized in the development and implementation of small group instruction and intervention.

Fiscal Year 2022-23 Types of Services Funded

There is a focus on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Teachers focus on collaborating with K-5 teachers from the other elementary schools in the district to articulate the use of instruction, assessment, and strategies.

Mendocino County Office of Education is providing support in the following areas:
Homeless and Foster Student Services
Attendance

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 some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. This year we have been focusing on research based intervention programs, progress monitoring tools, data reflection and discussions of Common Core State Standards. Staff is being supported in the development in the Common Core lesson design and implementation. Teachers meet in Professional Learning Teams to review data, curriculum and plan for student success. During this time, staff also reflects upon needs for their programs.

Results of state, district, and classroom assessments are analyzed to develop needed professional development. From 2017 to 2020, the site staff has focused upon:

1. Aligning pacing guides with state standards/curriculums
2. Creating and developing an intervention program for both ELA and Math that supports struggling students as well as implementing extension materials for students that are Proficient/Advanced
3. Developing school wide Writing programs.
4. Renaissance STAR reading assessment on every student 3 times a year.

In 2021-2022:

Staff had 4 days that staff met virtually before the start of the school to for Professional Development for the school year. There was an additional 2 days added as we moved back to in person instruction to prepare classrooms.

In 2022-2023:

Staff had 4 days to meet in person. They were trained on use of curriculum- Language arts (K-8), and Social Studies (6-8), and Math (K-8). There was an additional day added for teachers to make emergency lesson plans in case of a return to distance learning.

Professional Development

In 2023-2024:
Staff had 4 full days as well as two partial days to meet in person for professional development. K-2 teachers focused on ensuring all students are reading at grade-level. Grades 3-5 teachers focused on the adoption and implementation of our new social studies adopted curriculum.

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	5	5	4.5