

Richard M. Moon Primary 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	Richard M. Moon Primary School
Street	319 North Reinway Ave.
City, State, Zip	Waterford, CA 95386-9187
Phone Number	(209) 847-2371
Principal	Maria Tillery
Email Address	mtillery@waterford.k12.ca.us
School Website	https://www.waterford.k12.ca.us/o/richard-m-moon-primary
County-District-School (CDS) Code	50755720118513

2023-24 District Contact Information

District Name	Waterford Unified School District
Phone Number	(209) 874-1809
Superintendent	Jose Aldaco
Email Address	jaldaco@waterford.k12.ca.us
District Website	https://www.waterford.k12.ca.us/

2023-24 School Description and Mission Statement

Richard M. Moon Primary School serves children from Transitional Kindergarten through Third grade (506 students). Moon has a strong tradition of academic success and continues to thrive. We believe that ALL children can learn; achievement and growth should be celebrated; that being positive can inspire and affect learning positively, and that school should be rigorous and FUN. We have a diverse student population and seek to meet the needs of all of our students through Strategic Instruction, Social Emotional Learning, and through positive strategies to address behavior. We are committed to implementing the best

2023-24 School Description and Mission Statement

teaching strategies/practices possible in our classrooms.

During the 2022 2023 school year, we focused on providing a positive learning environment for all students as well as providing interventions to help students improve academically and support with behavior management. Targeted Small Group Reading Instruction was implemented for all students, providing instruction to all students at their reading level. Instructional reading aides helped with supporting students in TK-3rd grade. For students performing far below reading, Intensive Small Group Instruction was implemented utilizing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (S.I.P.P.S.). Kinder through 3rd grade students participated in I-Ready (computerized intervention program) to help them with Mathematics and Reading. TK students utilized the computerized program Waterford Reading Academy to help them academically. Other areas of focus are strategic first instruction to improve Academic Language Development, Mathematics and implementation of the California State Standards. In addition, there was and continues to be an emphasis on the social-emotional well being of all students at Richard M. Moon Primary School.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	170
Grade 1	123
Grade 2	107
Grade 3	127
Total Enrollment	527

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.6%
Asian	2.5%
Black or African American	1.1%
Hispanic or Latino	67.4%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	2.3%
White	25.4%
English Learners	27.7%
Migrant	7.8%
Socioeconomically Disadvantaged	87.5%
Students with Disabilities	11.6%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	95.80	103.20	63.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	50.40	31.19	12115.80	4.41
Unknown	1.00	4.20	6.60	4.12	18854.30	6.86
Total Teaching Positions	23.80	100.00	161.70	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)	22.20	94.68	114.60	71.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.40	2.13	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	35.10	21.80	11953.10	4.28
Unknown	1.20	5.32	7.80	4.86	15831.90	5.67
Total Teaching Positions	23.50	100.00	161.00	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	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	0
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	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

The District conducts regular checks on student materials before departing for the summer. Throughout the school year, the District looks for materials needed. This year, the District is piloting new Science (NGSS) curriculum and will be adopting a program K-3rd grade.

Year and month in which the data were collected	December 2023
---	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

Reading/Language Arts	Benchmark Advanced CA 2015	Yes	0%
Mathematics	My Math - McGrawHill 2018	Yes	0%
Science	Scott Foresman 2000	Yes	0%
History-Social Science	MyWorld Interactive - Pearson	Yes	0%

School Facility Conditions and Planned Improvements

During the summer of 2023, 13 classrooms were modernized and 4 bathrooms were added to the campus. The rest of the building are in good candition and are well maintained. We have extensive playing fields on our campus, as well as a newer playgrounds for first and second graders and a separate TK-Kindergarten playground. District maintenance picks up litter, removes graffiti, and maintains landscaping on a weekly schedule.

Year and month of the most recent FIT report

September 7, 2023

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		Carpet seam and recess lights will be replaced..
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	28	39	37	47	46
Mathematics (grades 3-8 and 11)	24	32	23	26	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	119	119	100.00	0.00	27.73
Female	63	63	100.00	0.00	33.33
Male	56	56	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	25.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	45	45	100.00	0.00	35.56
English Learners	21	21	100.00	0.00	9.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	0.00	25.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	18.75

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	119	119	100.00	0.00	31.93
Female	63	63	100.00	0.00	31.75
Male	56	56	100.00	0.00	32.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	32.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	45	45	100.00	0.00	31.11
English Learners	21	21	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	0.00	27.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	18.75

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)			17.98	21.85	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					
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

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
There are many ways that parents can be involved in their child's education at Richard M. Moon Primary School. First, we encourage all parents to volunteer in any way they can. Other opportunities for parental involvement are School Site Council, which allows parents to help develop the school site plan and allocate Moon's categorical budget and through ELAC (English Language Advisory Committee). We also support parental involvement through the Kindergarten Readiness meeting prior to the end of the school year, for our incoming kindergartners, providing new parents information about Moon and materials to help them work with their child over the summer to be better prepared for school. Prior to the start of school, we hold a round-up day and our Back to School Night, informing parents about our school, how they can be involved, and support their child. We have Parent/Teacher Conferences throughout the year to inform parents about their child's academic progress. In addition, parents and students are encouraged to attend Literacy Night, the Winter Musical, as well as family picnic day. Lastly, Open House is held in the Spring for parents to visit their child's classroom and see the progress that has occurred over the course of the year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	536	169	31.5
Female	283	275	82	29.8
Male	268	261	87	33.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	14	14	5	35.7
Black or African American	9	6	4	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	371	363	113	31.1
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	12	12	3	25.0
White	138	134	41	30.6
English Learners	155	152	43	28.3
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	485	471	152	32.3
Students Receiving Migrant Education Services	41	41	11	26.8
Students with Disabilities	76	75	20	26.7

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	0.18	0.34	3.46	4.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.03	0.06	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0
Female	0	0
Male	0.37	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	0.72	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Due to the size of Waterford Unified being less than 2000 students, the district prepares one plan for all schools which is then reviewed at each school site prior to submission to the school board in February.

The recommendations from each school site are consolidated using a district team of representatives from schools, public safety organizations and community agencies. The consolidated School Safety Plan has identified strategies and programs necessary to maintain a high level of school safety as well as development of procedures for compliance with existing law and covers key areas such as lockdown's, fire drills and goals for improving safety on campus. To ensure that the campus is a safe as possible, our administration and staff monitor school grounds to ensure that our campus is safe from before school begins until after school ends. Teachers help with supervision as needed. To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her/they/them name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, a check-in system is utilized and requires each visitor to have proper identification and declare the visitor's destination on campus. The RAPTOR system also checks all visitors for individuals who are on the online system for Megan's Law.

For the 2023-24 school year, the School Safety Plan was last reviewed, updated and discussed with school faculty, stakeholders and parents at staff and school site council meetings at all school sites in November / December 2023. The districtwide School Safety Plan committee reviewed and made suggestions to the plan in September 2023 and then accepted and refined recommendations from the school sites for the final plan that was approved by the committee on 12/6/2023. It is scheduled for Board approval January 11, 2024, at the regularly scheduled board meeting.

The school is currently working to provide and implement a positive approach in dealing with student behavior (e.g.schoolwide rules for all areas of the school, posting expectation throughout the school, training for all staff, and including/helping students

2023-24 School Safety Plan

interact positively with each other by implementing cub patrol).

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	1	6	
1	23		6	
2	23	1	5	
3	28		4	1
Other	8	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	20	1	6	
1	17	2	4	
2	18	6	1	
3	25	1	4	1
Other	11	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	24	0	7	0
1	24	0	5	0
2	21	1	4	0
3	24	0	5	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	10	1	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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.9

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	7987	7609	378	93263
District	N/A	N/A	9049	\$88,385
Percent Difference - School Site and District	N/A	N/A	-184.0	5.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-181.1	12.9

Fiscal Year 2022-23 Types of Services Funded

State funding that is allocated for specific purposes are used to support the instructional programs in the classroom, allowing teachers/support staff to attend trainings, and it provides for other supplemental classroom material needs. An example is the implementation of Targeted Small Group Instruction with instructional aides support. Intensive Small Group Instruction in reading provided by a reading teacher. The implementation of I-Ready to help with Mathematics and Reading Intervention in K-3rd grades and the Waterford computerized program to help TK students are ongoing strategies utilized with students. Instructional support in Mathematics, Academic Language Development, positive behavior support, and Social Emotional/Social Skills support.

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	\$56,011	\$50,875
Mid-Range Teacher Salary	\$82,483	\$79,761
Highest Teacher Salary	\$105,766	\$103,045
Average Principal Salary (Elementary)	\$127,121	\$128,154
Average Principal Salary (Middle)	\$127,121	\$131,774
Average Principal Salary (High)	\$136,453	\$142,676
Superintendent Salary	\$197,657	\$211,462
Percent of Budget for Teacher Salaries	26.01%	30.11%
Percent of Budget for Administrative Salaries	5.9%	5.49%

Professional Development

Four days a year are dedicated to staff development, as well as every Wednesday minimum days to support teacher growth and improvement of instruction.

Staff development days are devoted to providing strategies to improve Mathematics, English Language Development, technology use, ELA/reading achievement through Targeted Small Group Instruction and behavior management strategies.

Professional Development

Along with staff development, monthly data reviews are utilized to help guide areas of improvement or celebration..

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