

Harmony Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Harmony Elementary School
Street	16464 West August Ave.
City, State, Zip	Delhi, CA 95315
Phone Number	(209) 656-2010
Principal	Rosa Gonzalez
Email Address	rosagonzalez@delhiusd.org
School Website	https://www.delhiusd.org/o/harmony-es
County-District-School (CDS) Code	24753660105817

2023-24 District Contact Information

District Name	Delhi Unified School District
Phone Number	(209) 656-2000
Superintendent	Jose Miguel Kubes
Email Address	jkubes@delhiusd.org
District Website	www.delhi.k12.ca.us

2023-24 School Description and Mission Statement

Mission: To empower our students to serve and lead the world. By providing an engaging and challenging learning experience, cultivating a premier workforce, and fostering an active partnership between schools, families, and the community.

Delhi is the largest unincorporated city in Merced County. The Delhi Unified School District has a total enrollment of 2,381 students for the 2022-23 school year. Harmony School serves 450 students in Kindergarten through 6th grade in both a Traditional Education Program and a Dual Language Immersion. Of the 450 students, there are 228 qualify for free and reduced meals (50.7%), 111 English Learners (25%), 45 students qualify as homeless (10%), and approximately 18 students qualify for special education services (4%). For the purposes of the Local Control Funding Formula, the unduplicated student count is 76% of the school population.

Harmony School is where "Student success- our purpose, our passion, our pride!" is the foundation of our primary purpose. We believe that all students can achieve at high levels and have systems in place for staff and students that support learning and teaching.

2023-24 School Description and Mission Statement

At Harmony Elementary School, our staff is focused on increasing student achievement with instructional methods that reflect current research and proven highly effective classroom practices. Our instructional goals are aligned with measurable academic standards. We continue to provide staff development that includes maintaining integrity to our core instructional programs focused on research-based highly effective instructional practices. This year we transformed our master schedule to provide for tier 2 intervention blocks four times a week in order to support students facing significant learning loss. Additionally, the new master schedule allows for weekly grade-level collaboration to be held so that teachers can leverage peer support and opportunities to consult with support staff. In addition to academic needs, we address our students' socioemotional needs via the implementation of Positive Behavior Intervention Support (PBIS) practices, which include reinforcing expected behaviors and instituting alternative approaches to supporting students in need. Furthermore, our Kindergarten and First-grade teachers are diving deep into the instructional model of Sobrato Early Academic Language (SEAL) which focuses on multilingualism support and the implementation of number talks in grades K-6.

Our school-wide focus is Response to Intervention (RTI), English Learners, Literacy (daily reading and writing), PBIS (Positive Behavioral Interventions and Supports), and SEAL strategies implementation. All students in grades 1-6 participate in the Accelerated Reader (AR) program. In addition, Harmony School offers tier 2 intervention during the school day, an after-school intervention program, targeting students who are reading 2 years below grade level.

Harmony School has a well-established Dual Language Immersion Academy, in which all students develop bi-literacy and bilingual skills in Spanish and English. We believe that our students will experience success with the support and encouragement of parents, teachers, and staff through positive social and educational experiences, respect for cultural diversity, a strong academic program, and a safe and secure learning environment. Our goal is to ensure that every student at Harmony is a critical thinker, a collaborative learner, as well as a productive member of society. Harmony Elementary provides a safe, friendly, and encouraging environment in which students thrive academically, socially, and emotionally. All students will leave Harmony Elementary prepared to take on the academic, social, and emotional challenges of middle school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	62
Grade 2	57
Grade 3	80
Grade 4	77
Grade 5	73
Grade 6	77
Total Enrollment	492

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.2%
Asian	4.7%
Hispanic or Latino	88.6%
Two or More Races	0.4%
White	5.9%
English Learners	52%
Foster Youth	0.4%
Homeless	9.1%
Migrant	1.4%
Socioeconomically Disadvantaged	77.4%
Students with Disabilities	6.1%

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)	23.80	96.37	97.10	90.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.55	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	1.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.98	12115.80	4.41
Unknown	0.90	3.63	5.30	5.01	18854.30	6.86
Total Teaching Positions	24.70	100.00	107.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	98.82	96.70	83.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.50	5.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.30	5.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.18	3.10	2.70	11953.10	4.28
Unknown	0.00	0.00	2.40	2.16	15831.90	5.67
Total Teaching Positions	24.50	100.00	115.20	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	0.20
Total Out-of-Field Teachers	0.00	0.20

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)	4	0

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance/Adelante - Benchmark Education Co. 2017 and K-6 Listos y Adelante - Benchmark Education Co. 2017	Yes	0

Mathematics	K - Houghton Mifflin Harcourt 2014 and K-6 Go Math - Houghton Mifflin Harcourt 2014	Yes	0
Science	K-3 California Science - Harcourt Brace 2008, 4-5 McGrawHill Science - McMillan McGrawHill 2008 and 6 Earth Science - Holt Rinehart & Winston 2007	Yes	0
History-Social Science	K-6 Impact - McGraw Hill 2019, K-6 Impacto - McGraw Hill 2019	Yes	0

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The Maintenance Lead at the site, services and maintains the facilities and schedules regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted every month by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Fair" condition. The most recent evaluation of this site was performed in January 2024.

Year and month of the most recent FIT report

January 2024

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	
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)	34	35	34	32	47	46
Mathematics (grades 3-8 and 11)	27	36	19	21	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	305	305	100.00	0.00	35.41
Female	153	153	100.00	0.00	39.22
Male	152	152	100.00	0.00	31.58
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	270	270	100.00	0.00	33.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	128	128	100.00	0.00	22.66
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	240	240	100.00	0.00	30.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	5.26

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	305	305	100.00	0.00	36.39
Female	153	153	100.00	0.00	33.33
Male	152	152	100.00	0.00	39.47
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	270	270	100.00	0.00	34.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	37.50
English Learners	128	128	100.00	0.00	23.44
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	31.82
Military	0	0	0	0	0
Socioeconomically Disadvantaged	240	240	100.00	0.00	31.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	15.79

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)	17.28	5.63	11.80	10.66	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	5.63
Female	34	34	100.00	0.00	8.82
Male	37	37	100.00	0.00	2.70
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	63	63	100.00	0.00	4.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	1.92
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
Grade 5	100%	100%	99%	99%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement
At Harmony Elementary School parents play an active role in the academic education and character development of students. In addition to ELAC and SSC parents are also encouraged to participate in Parent-Teacher Conferences, 2nd Cup of Coffee meetings, and our newly established parent club.
Harmony has a very strong parent involvement program. Parents have the opportunity to volunteer in classrooms, and at different school events. They raise funds to support students as well as provide staff appreciation opportunities. In addition, attendance at Back to School Night, Parent-teacher conferences, Loteria Night, STEAM Night, and Winter Program where a success this year. We believe that when parents are involved in school activities their students perform at higher levels. The biggest event of the year is the Spring Carnival where the majority of families participate in a job well done for 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	500	496	66	13.3
Female	245	244	33	13.5
Male	255	252	33	13.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	24	24	2	8.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	443	439	56	12.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	30	30	8	26.7
English Learners	260	259	28	10.8
Foster Youth	2	2	0	0.0
Homeless	46	46	13	28.3
Socioeconomically Disadvantaged	395	393	55	14.0
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	36	36	3	8.3

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	0.36	2.20	0.42	4.36	3.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.19	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.2	0
Female	2.04	0
Male	2.35	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	2.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.67	0
English Learners	0.77	0
Foster Youth	0	0
Homeless	6.52	0
Socioeconomically Disadvantaged	2.03	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.78	0

2023-24 School Safety Plan

Harmony and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Safety drills are conducted regularly for Lockout, Lockdown, Evacuation, and Shelter. Visitors must check in at the front desk and receive proper authorization to be on campus, and this is done through our Raptor Program.

Staff members supervise students at all times. The Comprehensive Safety Plan is revised by staff each year to address specific campus needs in order to ensure a safe and orderly learning environment. Components of the Safety Plan include the following: Child Abuse Reporting Procedures, Disaster Procedures, School Suspension, Expulsion, and Mandatory Expulsion Guidelines, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment Policies, School-wide Dress Code Relating to Gang-Related Apparel, Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School, A Safe and Orderly School Environment Conducive to Learning, School Discipline Rules and Consequences, Hate Crime Reporting Procedures and Policies, and Procedures to Prepare for Active Shooters.

There is also a Student Handbook that outlines policies for sexual harassment, suspension and expulsion, and dress code. The School Safety Plan was last, reviewed, updated, and approved by the School Site Council Meeting on January 30, 2024. The Comprehensive Safety Plan will be reviewed and approved by the Board of Trustees on February 13, 2024.

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	25	18	9	9
1	24		27	
2	24		27	
3	27		18	
4	29		27	
5	22	18	18	
6	24		36	

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	18	26	9	
1	19	18	9	
2	26		27	
3	23		27	
4	19	17	18	
5	22	18	18	
6	20	20	18	
Other	7	15	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	22	0	27	0
1	21	18	9	0
2	19	18	9	0
3	27	0	27	0
4	26	0	27	0
5	24	18	0	9
6	26	0	27	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	2.4

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	\$11,458.91	\$2,105.19	\$9,353.72	\$116,096.22
District	N/A	N/A	1772.88	84310.37
Percent Difference - School Site and District	N/A	N/A	136.3	31.7
State	N/A	N/A	\$7,607.00	\$81,984.00
Percent Difference - School Site and State	N/A	N/A	20.6	34.4

Fiscal Year 2022-23 Types of Services Funded

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, targeted intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: Summer school, professional development, tutoring, support of the Single Plan for Student Achievement, services to English language learners;
- Title III: services to English language learners coordinated at a district wide level;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, field trips, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 75% of district general fund revenues. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students than under the previous categorical grant system. The LCFF is based on student counts and demographics. LCFF is calculated using grade span ADA that have differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

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	\$60,984	\$50,875
Mid-Range Teacher Salary	\$83,055	\$79,761
Highest Teacher Salary	\$116,199	\$103,045
Average Principal Salary (Elementary)	\$134,227	\$128,154
Average Principal Salary (Middle)	\$134,227	\$131,774
Average Principal Salary (High)	\$147,870	\$142,676
Superintendent Salary	\$184,000	\$211,462
Percent of Budget for Teacher Salaries	34.09%	30.11%
Percent of Budget for Administrative Salaries	5.68%	5.49%

Professional Development

Over the past 4 years, the primary focus of Professional Development for Elementary Schools has been around ELA and Math. Teachers and Instructional aides have received professional development on the district-adopted English Language Arts and Mathematics curriculums to ensure that their instruction is of the highest caliber and rigor. The staff has also received professional development with a focus on the most effective strategies to support English learners and low-achieving students. In 19-20, teachers and aides in the primary grades began to receive professional development focused on effectively teaching the foundational skills in literacy (phonemic awareness and phonics).

Additionally, during the 2021-22 school year, we began learning about the new data suite (NWEA) we will be using to transform our instructional practices within every classroom. In the 2022/2023 school year teachers have had the opportunity to participate in various PD around NWEA. Some of the exciting advantages that teachers are learning are:

- The system will provide us with assessments for measuring achievement and growth in K–12 math, reading, and language usage so we can tailor instruction to challenge every student, whether they are below, at, or above grade level.
- The assessments are available in Spanish, which will greatly benefit our DLA classrooms.

The District-Wide approach will provide opportunities for our colleagues to develop vertical strategies to further support our students: we will have data that we will be able to use to support the transition from elementary to middle school, and middle school to high school.

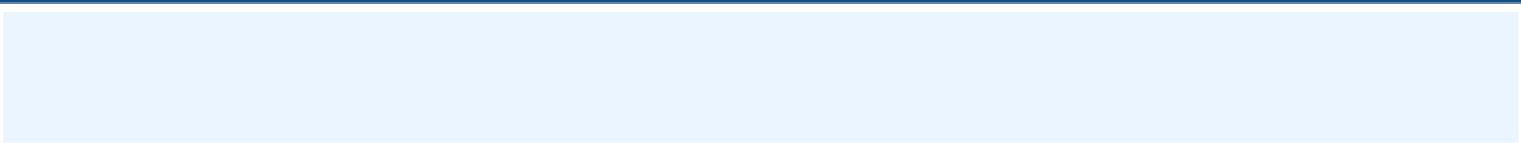
The elementary schools will also use the reading fluency assessment (which includes speech-recognition technology, group administration, and automatic scoring) to get precise, reliable insights to support early readers. MAP Reading Fluency provides a clear view of early literacy skills and learning needs for an entire class in about 20 minutes.

Furthermore, in the 2022-2023 school year, Kindergarten teachers began professional development on the Sobrato Early Academic Language (SEAL) strategies. Now in the 2023 -2024 school year, our first-grade teachers have begun this Professional Development.

In addition, in the 2023-2024 school year, teachers were provided a wrap-around professional development for math, Number Talks. Teachers in grades K-6 received professional development at the start of the school year and continue to receive side-by-side coaching.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development



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	75	57	55