

El Capitan 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	El Capitan Elementary School
Street	10115 Fifth St.
City, State, Zip	Delhi, CA 95315-9752
Phone Number	(209) 656-2030 ext. 4106
Principal	Gena Buchanan
Email Address	gbuchanan@delhiusd.org
School Website	https://www.delhi.k12.ca.us/o/el-capitan-es
County-District-School (CDS) Code	24753666025407

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

Our mission is to promote and inspire innovative ideas and collaboration to create a successful student centered community of achievers.

Delhi is the largest unincorporated city in Merced County, and El Capitan is the smallest, most rural school in the district. El Capitan School serves 321 students in kindergarten through 6th grade in either a Structured English Immersion or a Dual Language Immersion instructional program. Of the 321 students, 86% qualify for free and reduced meals, 61% are English learners, 8% qualify as homeless, and 7% qualify for special education services. For the purposes of the Local Control Funding Formula, the unduplicated student count is 68% of the school population.

To address our students' social-emotional needs El Capitan continues the implementation of Positive Behavior Intervention Support (PBIS) practices, which includes an SEL block in the daily schedule, reinforcing expected behaviors and instituting alternative approaches to supporting students in need. We also utilize a multi-tiered system of support to ensure that individual needs are met, ensuring readiness for learning. A full time Family Support counselor has been added to the team. He provides SEL education to students and parents, individual, small group, and crisis intervention.

El Capitan is dedicated to supporting a culture of high learning expectations. Highly qualified, caring teachers and staff value diversity, and develop personal relationships with students that enhance the learning environment. El Capitan Panthers promote and inspire innovative ideas, multiculturalism, and collaboration to create a successful student centered community of learners who choose to be kind, safe and responsible. Our vision is that children leave El Capitan with good moral judgment; tolerance and respect for themselves and others; 21st Century skills that contribute to society; a desire for academic excellence; and strong self-esteem.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	32
Grade 1	53
Grade 2	49
Grade 3	46
Grade 4	53
Grade 5	43
Grade 6	54
Total Enrollment	330

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
Asian	0.3%
Black or African American	0.3%
Hispanic or Latino	93.3%
Two or More Races	0.3%
White	5.8%
English Learners	60.6%
Foster Youth	0.6%
Homeless	8.8%
Migrant	5.2%
Socioeconomically Disadvantaged	90.9%
Students with Disabilities	7.3%

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)	14.90	88.23	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)	1.90	11.71	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	0.00	0.00	5.30	5.01	18854.30	6.86
Total Teaching Positions	16.90	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)	16.30	92.64	96.70	83.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	4.98	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	1.64	3.10	2.70	11953.10	4.28
Unknown	0.10	0.62	2.40	2.16	15831.90	5.67
Total Teaching Positions	17.60	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	1.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	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)	13.6	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)	13.6	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

El Capitan maintains sufficient textbooks and instructional materials pertaining to the most recent adoption for all students

Year and month in which the data were collected	January 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Heggerty/2023, Standards Plus/2014, Benchmark Advance/2014, Benchmark Adelante/2014, Benchmark Ready to Advance/2014, Benchmark Soluciones/2022, Benchmark Dynamite Decodables/2022, Learning Without Tears Decodables/2022, Estrellita Lunita/2023, Step by Step/2019, Read Naturally/1995	Yes	0
Mathematics	Standards Plus Math/2014, GoMath/2014	Yes	0
Science	Holt California Earth Science/2011, McGraw Hill National Geographic Society/2003	No	0
History-Social Science	Impact/2023, Impacto/2023	Yes	0

School Facility Conditions and Planned Improvements

Our campus is appropriate 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 buildings are maintained to provide a safe and conducive environment for learning. Site inspections are conducted on a monthly basis by the Lead Maintenance of the site. Site facilities are evaluated annually 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 November 2022.

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Refer to FIT report for details.
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)	30	30	34	32	47	46
Mathematics (grades 3-8 and 11)	22	25	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	197	193	97.97	2.03	30.05
Female	96	94	97.92	2.08	37.23
Male	101	99	98.02	1.98	23.23
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	183	179	97.81	2.19	27.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	88	84	95.45	4.55	3.57
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	45.45
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	172	99.42	0.58	30.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	0.00

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	196	193	98.47	1.53	24.87
Female	95	92	96.84	3.16	21.74
Male	101	101	100.00	0.00	27.72
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	182	179	98.35	1.65	22.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	54.55
English Learners	88	86	97.73	2.27	13.95
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	169	98.26	1.74	24.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	13.33

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)	17.65	13.04	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	46	46	100.00	0.00	13.04
Female	26	26	100.00	0.00	19.23
Male	20	20	100.00	0.00	5.00
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	42	42	100.00	0.00	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	12.20
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
Grade 5	100	100	100	100	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

El Capitan's goals for parent involvement are to increase parent engagement in their child's education, ensure that parents have the tools they need to support their children academically, and to empower parents to advocate for their child throughout their education. Parents are encouraged to participate in a variety of school events which include: Back-to-School Night, the Parent Institute for Quality Education, Parent/Teacher conferences, school-wide programs/performances, quarterly student recognition assemblies, Family Picnics, and monthly 2nd Cup of Coffee chats with the principal. Parents may also join the School Site Council, the English Learner Advisory Committee, the PAWS Parent Club, LCAP Festivals, and Family STEAM Nights.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	351	96	27.4
Female	162	159	42	26.4
Male	198	192	54	28.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	332	325	86	26.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	22	20	7	35.0
English Learners	215	211	46	21.8
Foster Youth	2	2	0	0.0
Homeless	29	29	12	41.4
Socioeconomically Disadvantaged	321	313	85	27.2
Students Receiving Migrant Education Services	14	14	5	35.7
Students with Disabilities	36	34	11	32.4

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	0.79	2.50	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	2.5	0
Female	3.09	0
Male	2.02	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	2.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	2.33	0
Foster Youth	0	0
Homeless	3.45	0
Socioeconomically Disadvantaged	2.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.78	0

2023-24 School Safety Plan

El Capitan and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Students enter and exit the campus through one supervised gate. All adults must enter through the office and follow the established security practices which include use of the Raptor system to screen visitors. All site staff ensure doors remain locked at all times. Structures in place ensure students are supervised at all times. Safety drills are conducted regularly for fire, earthquake, lockout, lockdown, evacuation, and shelter in place procedures in accordance with state requirements. Teachers review safety procedures with students before each drill, and conduct a feedback session after.

The Comprehensive School Safety Plan includes:

- An assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive Safety Plan, developed in conjunction with site and community leaders, first responders, and school safety experts was reviewed and approved by the Board of Trustees in February of 2024. Training for staff and students is conducted routinely throughout the year. The plan is available in the school office. A Student/Parent Handbook outlining school safety policies that include sexual harassment, suspension and expulsion, dress code, and more is provided in both hard copy and

2023-24 School Safety Plan

accessible electronically to families.

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	17	6		
1	17	27		
2	19	18	9	
3	19	18		
4	25	9	9	
5	28		18	
6	23	9	9	

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	16	6		
1	15	18	9	
2	21	9	9	
3	19	18	9	
4	21	9	9	
5	24	9	9	
6	25		18	
Other	6	18		

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	16	2	0	0
1	18	18	9	0
2	16	27	0	0
3	23	9	9	0
4	18	9	18	0
5	22	9	9	0
6	27	0	18	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	\$12,673.56	\$3,355.75	\$9,317.82	\$97,965.95
District	N/A	N/A	1772.88	84310.37
Percent Difference - School Site and District	N/A	N/A	136.1	15.0
State	N/A	N/A	\$7,607.00	\$81,984.00
Percent Difference - School Site and State	N/A	N/A	20.2	17.8

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

Professional Development opportunities for El Capitan educators have been provided in the following areas: Multi-Tiered Support Systems; School Safety; Supporting Student Learning in the Classroom; ELlevation; Library Programs; Action Planning; Conversational Capacity; Aeries; SEAL; PBIS; Achieve 3000; Response to Intervention; NWEA Student Assessments; Maximizing Student Engagement; First-Aide; CPR; Co-Teaching Strategies; Preventing Burn-out; Writing IEPs; Understanding Disabilities; Redirection & Prompting; Understanding Goals; Instructional Strategies for ELs; Understanding ADHD; Understanding Assessments; Science of Reading; Improving Reading Fluency; Beyond Student Study Teams; Supporting Grieving Students

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		79	55