

**Proctor Terrace Elementary School**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 1711 Bryden Ln.  
Santa Rosa, CA , 95404-3646

**Principal:** Amanda Davis

**Phone:** (707) 890-3950

**Grade Span:**

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 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.

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## About This School

### Amanda Davis

Principal, Proctor Terrace Elementary School

### About Our School

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Founded in 1949, Proctor Terrace is located in the McDonald Historic District and reflects the small community feeling and charm of 1950's era California. Our Elementary serves TK-6th grade and provides a rigorous academic program combined with integrated social-emotional learning supports. Proctor Terrace has a dedicated and exceptional community of teachers, staff, and parents- many who grew up in the community and attended the school as students.

As a district and school we returned to in person learning for the 2021-2022 school year. Proctor Terrace educators continue to provide excellent instruction and engagement for students..

Proctor Terrace is known for:

- High academic expectations
- Student assessments aligned with district standards
- Multiple instructional strategies in all grade levels, TK-6th
- Consistently high level of parent participation in volunteer programs
- Strong parent support of fund-raising activities
- A committed staff that consistently volunteers for professional development
- School pride, team spirit, hard work, and commitment to children
- Enriched art, music, drama, dance, and physical education programs
- Extended-day Student Support and Enrichment Programs
- Sonoma County Office of Education Program Excellence Award
- A strong vision for future

### Contact

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Proctor Terrace Elementary School  
1711 Bryden Ln.  
Santa Rosa, CA 95404-3646

Phone: (707) 890-3950

Email: [adavis@srcs.k12.ca.us](mailto:adavis@srcs.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Santa Rosa Elementary
<b>Phone Number</b>	707-890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://www.srcschools.org/">https://www.srcschools.org/</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Proctor Terrace Elementary School
<b>Street</b>	1711 Bryden Ln.
<b>City, State, Zip</b>	Santa Rosa, CA , 95404-3646
<b>Phone Number</b>	(707) 890-3950
<b>Principal</b>	Amanda Davis

**Email Address**

[ardavis@srcs.k12.ca.us](mailto:ardavis@srcs.k12.ca.us)

**Website**

<https://ptes-santarosa-ca.schoolloop.com/>

**County-District-School (CDS) Code**

49709126052179

*Last updated: 2/1/23*

### **School Description and Mission Statement (School Year 2022–23)**

Proctor Terrace Elementary School is an exceptional learning community. A community that includes students, teachers, classified staff, volunteers and our families. We engage, inspire, and teach to develop students who are critical thinkers, lifelong learners, and stewards of their community.

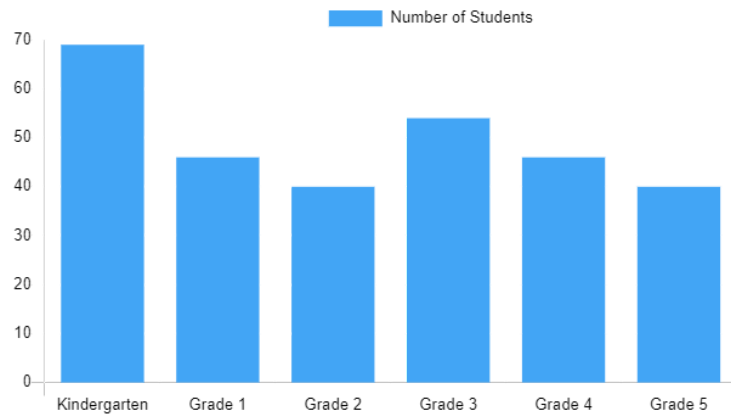
Our mission is to provide all students with a balanced education in a safe, supportive environment that promotes excellence in learning, motivation, and self-discipline. We are committed to providing all students with a coherent and rigorous learning program in a safe, supportive environment that promotes excellence in learning, motivation, and self-discipline. Staff, parents and the community unite to provide students with a foundation for becoming independent and self-supporting adults that are college and career ready. We have an excellent teaching staff that are dedicated to helping students be their very best academically and social-emotionally. Our teachers collaborate with each other, creating a collegial and professional work environment. All PTES students have a high degree of success thanks to our staff, a high level of parent support and involvement, a strong PTA and School Site Council, and effective school site leadership.

Students enjoy attending Proctor Terrace School due to a friendly, compassionate atmosphere, a rigorous curriculum, and accountability geared to help ensure successful educational growth. Our students develop the confidence to be successful in secondary school and beyond, and the ability to be effective, informed, and contributing citizens in their community.

*Last updated: 2/1/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	69
Grade 1	46
Grade 2	40
Grade 3	54
Grade 4	46
Grade 5	40
Grade 6	47
Total Enrollment	342



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.20%
Male	53.50%
Non-Binary	0.30%
American Indian or Alaska Native	0.90%
Asian	3.20%
Black or African American	1.80%
Filipino	0.00%
Hispanic or Latino	34.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.40%
White	52.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	12.00%
Foster Youth	0.60%
Homeless	0.30%
Migrant	0.30%
Socioeconomically Disadvantaged	30.10%
Students with Disabilities	17.80%

## 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

### Teacher Preparation and Placement (School Year 2020–21)

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)	16.00	90.63	195.00	93.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	3.72	1.30	0.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.86	2.30	1.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.48	12115.80	4.41
Unknown	0.60	3.72	9.40	4.53	18854.30	6.86
Total Teaching Positions	17.70	100.00	209.20	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.

Last updated: 2/2/23

### Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/2/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

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

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.10	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. <a href="https://bit.ly/Elem_Curric">https://bit.ly/Elem_Curric</a></p>	Yes	0%
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	Yes	0%
History-Social Science	<p>Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.</p>	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 2/2/23

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 12/29/2022 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

*Last updated: 2/2/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
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*Last updated: 2/1/23*

## 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	51%	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	40%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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.

Last updated: 2/1/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	190	185	97.37	2.63	51.35
Female	89	87	97.75	2.25	56.32
Male	100	97	97.00	3.00	47.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	46.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	103	99	96.12	3.88	55.56
English Learners	17	16	94.12	5.88	6.25
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	32.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	30.77

Note: 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.

Note: 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.

Note: 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.

*Last updated: 2/1/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	190	186	97.89	2.11	40.32
Female	89	87	97.75	2.25	35.63
Male	100	98	98.00	2.00	44.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	30.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	25.00
White	103	99	96.12	3.88	46.46
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	25.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	23.08

Note: 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.

Note: 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.

Note: 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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	NT	48.72	NT		28.72	29.47

Note: 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: 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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	39	39	100.00	0.00	48.72
Female	18	18	100.00	0.00	55.56
Male	21	21	100.00	0.00	42.86
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	16	16	100.00	0.00	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	21.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: 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.

*Last updated: 2/1/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	92.7%	85.4%	95.1%	95.1%	92.7%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

*Last updated: 2/2/23*

## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

Parents are an essential component of our learning community. Our School Site Council (SSC), which includes parent members, supports the efforts of the school to improve instruction and related services. Our ELAC helps the parents of English Learners feel welcome and ensures that they are contributing members of our school community. They have an important voice in matters that directly affect their children, and we honor that voice.

Our Parent Teacher Association (PTA) is very important and appreciated by the entire community. They help support educational programs, for example our Art Docent program which takes place during the school day. In addition, they also manage and support our after school enrichment program.

They provide teachers with classroom enrichment and field trip funding. They also contribute to our technology, athletic and assembly programs. Our PTA works tirelessly on events such as our Tigerfest carnival, Walk-a-thon, Dinner/Dance/Auction, and Scholastic Book Fair. Parents and staff members are proud of our volunteer program. Our parent volunteers have logged thousands of hours volunteering in classrooms, fundraising, and coordinating numerous school enrichment activities and programs.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate							8.9%	9.4%	7.8%
Graduation Rate							84.2%	83.6%	87.0%

*Last updated: 2/1/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 2/1/23*

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	359	353	129	36.5
Female	169	165	59	35.8
Male	189	187	69	36.9
American Indian or Alaska Native	4	4	3	75.0
Asian	12	12	3	25.0
Black or African American	6	6	4	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	129	127	53	41.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	8	36.4
White	182	178	58	32.6
English Learners	48	48	19	39.6
Foster Youth	2	2	1	50.0
Homeless	3	1	0	0.0
Socioeconomically Disadvantaged	133	131	61	46.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	77	76	35	46.1

*Last updated: 2/1/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.20%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.56%	0.00%	2.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.56	0.00
Female	0.00	0.00
Male	1.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 2/1/23*

**School Safety Plan (School Year 2022–23)**

Our PTA has provided safe, modern playground equipment. Teachers and Noon Supervisors supervise the playground before/after school and at all recesses. Students are expected to follow our safety guidelines, called the BEST Plus practices (Building Effective Schools Together). Our campus reflects the pride we have in ourselves and in our community. Our BEST Plus initiative encourages students to be Kind, Safe, Responsible and Respectful. Students are awarded Tiger Tickets for exemplifying these rules. Tickets are drawn weekly at each grade level and students get a prize. We hold school wide BEST assemblies quarterly. We are also implementing the Tool Box program which provides students with ways to regulate and resolve conflicts.

*Last updated: 2/1/23*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	25.00	1	1	1
2				
3	1.00	1		
4	28.00		2	
5	26.00		2	
6	22.00		2	
Other**	22.00	3	3	1

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	2	2	
1	19.00	2		
2	18.00	3		
3	22.00		2	
4	13.00	2	1	
5	26.00		1	
6	31.00		1	
Other**	11.00	5	1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	18.00	2	2	
1	15.00	1	2	
2	13.00	3		
3	11.00	5		
4	12.00	4		
5	7.00	6		
6	9.00	5		
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	570.00

\* 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.

*Last updated: 2/2/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	1.00

\* 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.

*Last updated: 2/2/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22444.00	\$10072.00	\$12371.00	\$98177.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 2/3/23*

**Types of Services Funded (Fiscal Year 2021–22)**

Students are provided academic support and intervention during the course of their school day and after school as well to aid them in meeting grade level content standards and learning skills. Our Single Plan for Student Achievement funds after school tutorial two days a week that addresses the needs of our second language learner students. The plan also provides an Instructional Aide to support teachers in meeting the needs of these students during the school day. The district funds a Teacher on Special Assignment one day a week to work with our students and provide one on one instruction and assessment.

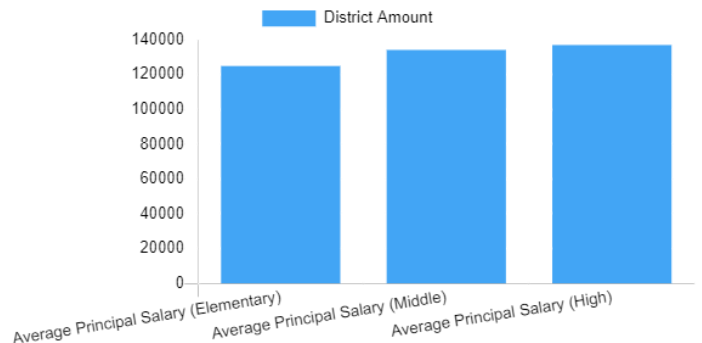
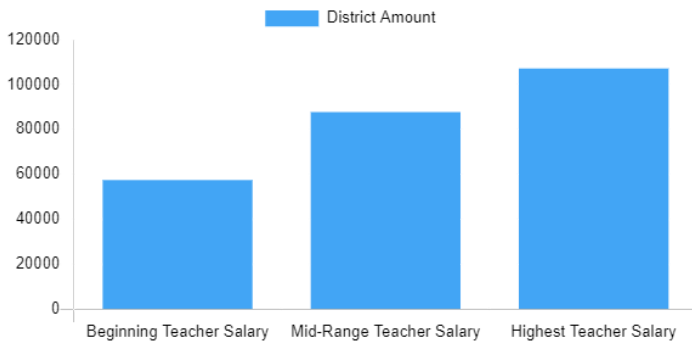
We have two Special Day Classes on site that serve students in 1st grade-6th, as well as a Resource Specialist program. We have a Speech Therapist, Occupational Therapist, and Behavior Specialist serving students in need of those services. We also have a school counselor on site to support the emotional needs of our students three days a week, as well as a Restorative Specialist once a week.

*Last updated: 2/1/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 2/1/23*