

Bidwell Elementary

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|---------------------------|
| School Name | Bidwell Elementary |
| Street | 1256 Walnut St. |
| City, State, Zip | Red Bluff, CA, 96080-3603 |
| Phone Number | (530) 527-7171 |
| Principal | Wendy Wilson |
| Email Address | wwilson@rbuesd.org |
| School Website | www.bidwell.rbuesd.org |
| County-District-School (CDS) Code | 52-71621-6053623 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------|
| District Name | Red Bluff Union Elementary |
| Phone Number | (530) 527-7200 |
| Superintendent | Cliff Curry |
| Email Address | ccurry@rbuesd.org |
| District Website Address | www.rbuesd.org |

2021-22 School Overview

Bidwell Elementary is an extraordinary place filled with traditions and people who make a difference in the lives of every student. Our staff and families work together to help students begin the path toward making dreams come true. We know education is the key that opens the door to opportunities. Our dedicated faculty and staff are committed to providing our students with the best educational experience, and to do that we focus on the whole child. We all work together to provide a learning environment where students feel safe, their social and emotional needs are met, and they are provided with daily rigorous academic instruction.

Our faculty and staff firmly believe that meaningful relationships with our students, families, and our community are the foundation of our success. We provide a safe and nurturing learning environment centered around our pillars of respectful, responsible, kind, and safe citizenship. On the Bidwell campus, the school-wide expectations are evident in all we do. Students learn to use their "tools" to regulate emotions and build successful relationships which is embedded in our social emotional curriculum, "Toolbox." From our classrooms to our playgrounds to our common areas, respectful, responsible, kind, safe Bidwell citizens work daily to achieve their dreams.

At Bidwell Elementary, we are proud of our high level of student achievement. We focus on the 21st Century teaching and

2021-22 School Overview

learning standards of collaboration, communication, creativity, and critical thinking in setting yearly goals for our students. Bidwell students are challenged daily to become thinkers for the future by actively engaging in their learning. Whether working alone or collaborating together, Bidwell students apply their skills and knowledge in problem-solving activities that utilize and develop their reading, writing, critical thinking, and technology skills while preparing them for the social and academic challenges of the middle and high school years as well. Our instructional coaches and educational specialists play a pivotal role in making sure each child achieves his or her potential. Students who are identified GATE are equally challenged with enriching and engaging curricular opportunities.

The staff and I look forward to working with you and your child. We know that our partnership is essential to our collective success, and we value your input and involvement. We invite you to collaborate with us in helping your child reach his or her dream because we believe dreams are meant to become realities. As the principal of Bidwell Elementary, I am proud to serve you and your child and to be a part of your child's educational journey.

Wendy Wilson, Principal

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|--|----------------|
| Year and month in which the data were collected | September 2021 |
|--|----------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|--|--|-----------------------------|--|
| Reading/Language Arts | Benchmark Advance -2016 & 2017 | Yes | 0 |
| Mathematics | Eureka Math- 2019 | Yes | 0 |
| Science | MacMillan/McGraw Hill - 2008 | Yes | 0 |
| History-Social Science | History/Social Science for CA Scott Foresman - 2006 | Yes | 0 |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

Preventive maintenance is on-going to maintain the site's condition. Any areas rated poor are addressed in our master facilities plan. No future building plans.

Year and month of the most recent FIT report

December 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | | X | Sewer system is an area of extreme deficiency. |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | | X | |
| Electrical | | | X | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | Staff restrooms are too small and not ADA compliant. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | | X | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | Fencing is being replaced. |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | | | X |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | | N/A | | N/A | |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Parents play a major role in the success of both their children and the successful operation of our school. Students benefit when the school and parents work together as partners. We invite you to actively participate in your child's education and to support the school through our volunteer program. We know that parent involvement can take many forms and whether you can be here with us during school hours, participate in a committee, prepare something for the classroom from your home or be with us at one of our family events, we appreciate your involvement. One of our goals is to meet with 100% of parents at our Back to School Night event and our fall parent teacher conferences.

Parent involvement options include parent committees such as our School Site Council and English Learner Advisory Council, both which focus on our School Plan for Student Achievement. Volunteers Investing in Bidwell Elementary School (VIBES) is another parent volunteer group that is open to all parents. VIBES organizes fundraisers which are used to fund field trips, campus beautification projects, and school celebrations. In addition, our classroom parent volunteers are essential to our success. In the past our family activities have included our annual Fall Harvest Carnival, Back to School Night, Family game, art and science nights and student performances. Our aim is to increase parental involvement at all levels and we look forward to your suggestions. We are happy to work with parents to find an area of involvement that will fit their needs and benefit our students and school community.

Due to COVID, volunteer and involvement activities have been limited or held virtually depending upon our county's infection level and in alignment with state and local health safety measures. Parent/School partnership became more essential as students navigate school during a pandemic.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

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 collected between July through June, each full school year respectively. 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.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | | | | | | |
| Expulsions | | | | | | |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | | | |
| Expulsions | | | |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | | |
| Female | | |
| Male | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Black or African American | | |
| Filipino | | |
| Hispanic or Latino | | |
| Native Hawaiian or Pacific Islander | | |
| Two or More Races | | |
| White | | |
| English Learners | | |
| Foster Youth | | |
| Homeless | | |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | | |
| Students with Disabilities | | |

2021-22 School Safety Plan

The Bidwell Elementary School Safety Plan includes policies and procedures and a general overview of a safe and orderly environment. The plan outlines the role of the emergency team members and the specific steps and actions to be taken during various types of emergencies. The plan is reviewed and updated annually. Emergency drills are practiced throughout the year. Copies of the plan are available in the office. Date plan last reviewed, updated, and discussed with staff: August 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

2020-21 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 | |

2020-21 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 | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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 | \$11,162 | \$3,035 | \$8,127 | \$62,988 |
| District | N/A | N/A | \$7,739 | |
| Percent Difference - School Site and District | N/A | N/A | 4.9 | -7.1 |
| Percent Difference - School Site and State | N/A | N/A | 4.7 | -24.5 |

2020-21 Types of Services Funded

The district's general fund includes funding for:

- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings, as well as the District Advisory Committee (DAC) meetings, as a way to learn more about our school funding and academic goals.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

Professional Development

Professional development and collaboration are important aspects for continual improvement for all, students and staff. Topics focus on core curriculum and subjects, including social-emotional learning and evidence-based practices for effective collaboration. Weekly teachers work in grade level Professional Learning Communities (PLC) utilizing the PLC process and the data analysis protocol to support teaching and learning. Professional development is delivered through workshop sessions, instructional coaching, and individual mentoring.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 2 | |