

Jenny Lind Elementary

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Jenny Lind Elementary
Street	5100 Driver Rd.
City, State, Zip	Valley Springs, CA 95252
Phone Number	(209) 754-2350
Principal	Kassandra Domingo
Email Address	kdomingo@calaveras.k12.ca.us
School Website	https://jle.custudents.net/
County-District-School (CDS) Code	05-61564-6108518

2022-23 District Contact Information

District Name	Calaveras Unified School District
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
Email Address	mcampbell@calaveras.k12.ca.us
District Website Address	www.calaveras.k12.ca.us

2022-23 School Overview

The mission of Jenny Lind Elementary is to create and maintain a safe and positive school environment with high expectations for lifelong success.

The staff of Jenny Lind Elementary believes that:

- A quality school is one in which staff works together and understands the continuum of expectations and standards throughout all grade levels.
- A quality instructional program includes a standards-based curriculum, ongoing assessment, clear objectives, differentiated instruction, and collaboration among staff and parents.
- An effective classroom is one in which academic and behavioral expectations are clear and consistent, and all students feel included as part of the classroom community.
- An effective educator/administrator has clear expectations, works collaboratively, and strives to meet the diverse learning needs of all students.
- A successful student is able to communicate ideas effectively, make good decisions, and meet or exceed grade-level academic standards.

The Jenny Lind Elementary staff is highly qualified and committed to working collaboratively to ensure the highest level of academic and social growth for all students. We believe in the concept of continuous improvement. We strive to continually improve our school's instructional program, support services, and community outreach as we work to find the most effective ways to serve the students and families in our community. We strongly encourage parents/guardians to become actively involved in our educational program. Professional development is ongoing, and we leverage opportunities to build a sense of community that best ensures high academic achievement for all students.

We have an active School Site Council that meets regularly to monitor the school's progress, and ensure that we are providing the best possible academic program for our students. Our reading and math programs provide core academic instruction for all students, as well as intervention for students who need additional support. Our Special Education staff teaches and provides case management support for students with IEP's in a Learning Center environment.

The Jenny Lind School Safety Plan is focused on creating a safe and motivating campus environment that supports each student in achieving at his/her highest potential. We work hard to maintain a safe school environment, which includes a strong

2022-23 School Overview

anti-bullying policy. Jenny Lind Elementary staff members model and teach positive character traits throughout the year. Our teachers and mental health professionals provide support for students in the form of class meetings, community-building circles, incentive systems, and group and individual counseling.

Our Parent Teacher Organization (The Prospectors) is committed and active, providing family events throughout the year. The PTO enhances the educational program by providing financial support to fund music, art, and garden education. All parents/guardians are encouraged to participate in the PTO, volunteer in the classroom, and/or help out with any of our other educational programs. Please contact the school office or your child's teacher if you would like to become more involved.

At Jenny Lind Elementary, our students are our greatest treasure. As educators, we take great pride in seeing the growth and learning that our students achieve as they progress throughout their elementary school years. By working collaboratively as a team, and with the families we serve, we strive to fulfill a mission that is near and dear to our hearts.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	67
Grade 2	67
Grade 3	64
Grade 4	66
Grade 5	77
Total Enrollment	413

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	1.0
Filipino	0.2
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.1
White	65.1
English Learners	4.8
Foster Youth	1.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	37.8
Students with Disabilities	16.7

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)	15.00	75.00	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	15.00	5.50	4.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	3.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	10.00	9.90	8.25	12115.80	4.41
Unknown	0.00	0.00	7.70	6.48	18854.30	6.86
Total Teaching Positions	20.00	100.00	120.10	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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

New textbooks and ELA Curriculum purchased and New Math Curriculum purchased.

Year and month in which the data were collected	January 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw/Hill Wonders ELA Program, 2019	Yes	0
Mathematics	Grades K-5: i-Ready Classroom Mathematics, 2020	Yes	0
Science	Grades K-5: Mystery Science, 2022	Yes	0
History-Social Science	Grades K-5: History – Social Science for CA 2006, Scott Foresman	Yes	0
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements

Even though Jenny Lind Elementary received good marks in all of the systems that were inspected, we are committed to making our campus as aesthetically pleasing and functional as possible. The school's custodial crew works diligently on a daily basis to maintain the facilities so they are clean and safe for students and staff.

The school principal meets regularly with personnel from the district's maintenance department as well as the school's custodial staff. A meeting takes place before each extended break to plan and coordinate the work that will be done when the custodial crew has time to work on more extensive projects..

A school beautification committee has been formed. Painting, adding murals, and improvements to the school's landscaping. Several painting projects have already been completed this year.

Year and month of the most recent FIT report

11/01/2022

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 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	24	N/A	25	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	17	N/A	33

2021-22 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	210	201	95.71	4.29	24.38
Female	98	94	95.92	4.08	25.53
Male	112	107	95.54	4.46	23.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	66	97.06	2.94	21.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	23.08
White	125	118	94.40	5.60	26.27
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	56	53	94.64	5.36	22.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	37	92.50	7.50	16.22

2021-22 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	210	203	96.67	3.33	11.33
Female	98	95	96.94	3.06	9.47
Male	112	108	96.43	3.57	12.96
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	11.94
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	0.00
White	125	119	95.20	4.80	12.61
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	56	54	96.43	3.57	5.56
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	37	92.50	7.50	2.70

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.58	0	17.71	28.5	29.47

2021-22 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	79	77	97.47	2.53	15.58
Female	30	28	93.33	6.67	14.29
Male	49	49	100	0	16.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100	0	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	47	95.92	4.08	23.4
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	18	94.74	5.26	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	5.88

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	97%	92%	96%	92%	97%

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.

2022-23 Opportunities for Parental Involvement

Jenny Lind Elementary School parents and community members are valued members of the school. Parents volunteer in classrooms each week, at special events throughout the year, in the library, and for Parent Teacher Organization (PTO) events and projects. Parents are asked to have a current volunteer packet on file. Collectively, we log thousands of volunteer hours each year, and the PTO raises over \$20,000 each year and donates it back to our classrooms and school programs. This year, the PTO funded presenters for our Fine Arts Day, classroom art lessons, music classes, classroom instructional supplies, Trunk or Treat, and Santa's Breakfast. For more information or to be involved with our PTO, please call our school office at 754-2350 extension 3336 or ask to leave a message for our PTO representative.

Our School Site Council includes active parent members who provide input to develop our School Plan for Student Achievement, Title I Budget, and our School Safety Plan.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	437	202	46.2
Female	211	206	103	50.0
Male	237	231	99	42.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	1	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	125	124	68	54.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	4	28.6
White	294	284	122	43.0
English Learners	23	23	13	56.5
Foster Youth	12	11	5	45.5
Homeless	19	18	7	38.9
Socioeconomically Disadvantaged	205	198	104	52.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	38	48.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.16	7.52	2.45
Expulsions	0.00	0.06	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.89	1.39	7.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.00	0.00
Male	1.69	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	1.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.68	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.06	0.00

2022-23 School Safety Plan

School safety is a top priority at Jenny Lind Elementary School.

Our School Safety Plan is a comprehensive document that outlines procedures for staff and student safety. Safety concerns are addressed throughout the year during School Site Council and Staff Meetings. The overall School Safety plan is reviewed and revised on an annual basis with the most recent revision finalized in April 2022.

The School Safety Plan includes regular fire and earthquake drills, intrusion preparedness and lockdowns, emergency response procedures and lists, emergency bags in classrooms, emergency duties, and a schedule of practice drills.

We are committed to providing a safe and positive school for all students. Jenny Lind is in year one of Positive Behavior Intervention Supports (PBIS) implementation, and all aspects of student safety are taken very seriously. In March of 2005, the Jenny Lind staff developed and implemented its "No Bullying Policy," which includes a Compassion Pledge. We place great importance on the development of character. Each month a character trait is highlighted, and students are recognized at our monthly award assemblies. Good behavior is rewarded through a rewards such as assemblies and a store for student prizes. Students are also recognized and rewarded for positive behavior on the playground and for their attendance.

Jenny Lind welcomes visits by parents and community members. During school hours, visitors are required to sign in/check in at the school office before entering any buildings or classrooms and have an approved current volunteer packet on file. All persons must wear a visitor's badge during their stay. Any parent/guardian wishing to visit during school hours should notify the teacher ahead of time.

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.

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
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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
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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
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2021-22 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

2021-22 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	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$5282.00	\$1,004.00	\$4278.00	\$66,218.00
District	N/A	N/A	\$7,843.00	\$70,824
Percent Difference - School Site and District	N/A	N/A	-58.8	-6.7
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-42.6	-17.8

2021-22 Types of Services Funded

In addition to general funding, Calaveras Unified School District receives funds for student annually for different areas of categorical funding, Special Education funding and support programs. Programs at Jenny Lind include but are not limited to: staff development programs, technology acquisition and implementation, and additional support services through Title 1 funding (Intervention Teacher and Paraprofessional support)..

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$44,171	\$48,503
Mid-Range Teacher Salary	\$61,345	\$74,912
Highest Teacher Salary	\$89,769	\$100,321
Average Principal Salary (Elementary)	\$90,643	\$122,160
Average Principal Salary (Middle)	\$104,104	\$127,632
Average Principal Salary (High)	\$112,802	\$137,578
Superintendent Salary	\$150,450	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development is a high priority at Jenny Lind Elementary School. Teachers participate regularly in school level instructional development and trainings, district sponsored staff development trainings, as well as state and national level trainings. Our current professional development model is based on a Multi-Tiered System of Support (MTSS) through the statewide SUMS initiative. It includes PBIS implementation and the implementation of a rigor, relevance, and engagement framework provided through the International Center for Leadership in Education (ICLE).

Calaveras Unified offers three Core Professional Development Days scheduled throughout the school year. These days provide site and district opportunities to participate in a variety of professional development activities. Participation in Core Development Days is mandatory for all certificated staff, and classified staff members are welcome to participate. In addition, all teachers are required to attend two staff meetings per month, whose main purpose is to provide professional development opportunities.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3