

# San Andreas 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

<b>School Name</b>	San Andreas Elementary
<b>Street</b>	255 Lewis Ave.
<b>City, State, Zip</b>	San Andreas, CA 95249-0067
<b>Phone Number</b>	(209) 754-2365
<b>Principal</b>	Dan Mayers
<b>Email Address</b>	dmayers@calaveras.k12.ca.us
<b>School Website</b>	<a href="https://sae.custudents.net/">https://sae.custudents.net/</a>
<b>County-District-School (CDS) Code</b>	05-61564-6003438

## 2022-23 District Contact Information

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

## 2022-23 School Overview

San Andreas Elementary School was established on its current site in 1856 during the California Gold Rush as a one-room schoolhouse for the children of this rural, Motherlode foothill community. Today, San Andreas Elementary has expanded into six buildings housing our 24 classrooms, office, library, technology lab, and multi-purpose room, serving just over 300 students of San Andreas, California-the county seat of Calaveras County. Our attendance area includes the town of San Andreas as well as the small, dispersed, foothill communities of Mountain Ranch, Sheep Ranch and Railroad Flat.

San Andreas Elementary School's mission is to help all members of our school community develop a passion for learning and respect for self and others. We strive for continuous improvement - in our academics, personal and civic responsibilities, appreciation and understanding of the arts, and our personal health and well-being. At San Andreas Elementary we are safe, responsible and respectful. Our students and staff show respect, make good decisions and solve problems. We are proud of our Wildcats.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	43
Grade 2	47
Grade 3	48
Grade 4	35
Grade 5	34
Grade 6	41
Grade 7	1
Total Enrollment	284

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.7
Asian	0.0
Black or African American	0.4
Filipino	1.1
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.5
White	68.3
English Learners	5.3
Foster Youth	1.4
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	66.2
Students with Disabilities	23.2

## **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)	11.50	82.14	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	1.00	7.14	9.90	8.25	12115.80	4.41
Unknown	1.50	10.71	7.70	6.48	18854.30	6.86
<b>Total Teaching Positions</b>	<b>14.00</b>	<b>100.00</b>	<b>120.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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						
<b>Total Teaching Positions</b>						

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	
<b>Total Teachers Without Credentials and Misassignments</b>	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	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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

Instructional materials are purchased using site funds (Title I and Lottery Funds). District has purchased ELA materials for the past 3 years and mathematics and science curriculum for the past 2 years.

<b>Year and month in which the data were collected</b>	12/20
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 McGraw Hill Wonders (2017) 6th Grade McGraw Hill StudySync Step Up to Writing	Yes	0
<b>Mathematics</b>	K-6 Curriculum Associates - i-Ready Mathematics 2022	Yes	0
<b>Science</b>	K-6 Discovery Learning - Mystery Science K-5 Full Option Science System, FOSS 2007 6th grade California Earth Science, McMillan/McGraw 2008	Yes	0
<b>History-Social Science</b>	K-5 History-Social Science for California-Scott Foresman 2006 6th grade Reflections-Ancient Civilization 2007	Yes	0
<b>Foreign Language</b>	NA		NA
<b>Health</b>	K-6 Mendez Foundation/Too Good For Drugs	Yes	0

### School Facility Conditions and Planned Improvements

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students. Recently the district remodeled the student bathrooms with new flooring and partition walls.

**Year and month of the most recent FIT report**

11/3/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Several classrooms have carpeting that has repairs needed noted on the FIT. Several rooms have floor tiles in need of repair or replace. Several rooms have ceiling tiles with water damage. The district is replacing carpeting this year. Work orders have been submitted to repair the leaks in the roof.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Light bulbs and diffusers are needing to be replaced in a few classrooms.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Some classrooms need updated evacuation maps posted.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Kindergarten play area needs soft rubber underneath climbing structure. Tree roots have pushed up areas of track. Work orders have been submitted.

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).
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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	23	N/A	25	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	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
<b>All Students</b>	164	141	85.98	14.02	22.63
<b>Female</b>	78	72	92.31	7.69	23.94
<b>Male</b>	86	69	80.23	19.77	21.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	25	78.13	21.87	24.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	12	75.00	25.00	30.00
<b>White</b>	112	100	89.29	10.71	22.45
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	77	61	79.22	20.78	15.25
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	25	55.56	44.44	20.83

## 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
<b>All Students</b>	162	139	85.80	14.20	16.06
<b>Female</b>	76	69	90.79	9.21	11.76
<b>Male</b>	86	70	81.40	18.60	20.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	25	78.13	21.87	16.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	13	81.25	18.75	15.38
<b>White</b>	110	97	88.18	11.82	16.49
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	76	62	81.58	18.42	9.84
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	25	55.56	44.44	12.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	21.88	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
<b>All Students</b>	33	32	96.97	3.03	21.88
<b>Female</b>	16	16	100	0	25
<b>Male</b>	17	16	94.12	5.88	18.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	24	96	4	25
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	12	92.31	7.69	25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	86.5	86.5	86.5	86.5	86.5

## 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

San Andreas Elementary School values parent involvement and is always looking for ways of increasing parent and family participation in the school. Over the past two years COVID has had an impact on how much we have been able to host family events, but as we come back on campus and restrictions on parents on campus get lifted, we will be increasing parent outreach to welcome them back on campus and increase their involvement in their child's education.

We have an active Parent Teacher Club that meets monthly, and all parents are notified of meetings through our weekly parent newsletter that is sent home with each child and emailed to every parent, as well as being posted to our school website. This year meeting have shifted back to in-person from the virtual ones they had been during the pandemic. This group is a vital link to other community organizations, supports our students through fundraising activities, and includes members that are involved in every aspect of our school. They run our Wildcat Student Store, which is an important component in our PBIS system for rewarding student behavior. Additionally they run the "Secret Santa" shop in December which gives our students an opportunity to purchase gifts for their family members. They also host several events every year including dances and game nights.

We also have a School Site Council that includes parents, staff, and other community members. This group meets once a month and serves as our Title I Advisory Committee and develops our School Plan for Student Achievement (SPSA). The SPSA includes parents in an analysis of performance and environment data and provides direction for linking our resources to specific student needs. As a School-Wide Title I School, all parents are invited to an annual Title I meeting. Back to School Night, Open House, Community Advisory Council for parents of special needs students and district level meetings provide other opportunities for parents to get involved.

Once a year we conduct a parent survey to gather feedback from our families and community about how they feel the school is doing. The results of that survey are reviewed by the principal and staff, and are used by the School Site Council to help guide the School Plan for Student Achievement

Title I funded parent involvement activities, classroom participation, and trainings through partner agencies are other examples of opportunities for parent involvement. In addition, staff and the PTC organize evening events for family participation such as Family Reading Night, Family Math Nights, Bingo & Spaghetti, a family dance, Winter Performance and Jog-A-Thons. To keep

## 2022-23 Opportunities for Parental Involvement

parents up to date on their child's academic progress, parents are invited to Parent-Teacher Conferences at least one a year and receive progress reports.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	346	326	177	54.3
Female	165	154	71	46.1
Male	181	172	106	61.6
American Indian or Alaska Native	4	4	1	25.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	70	66	40	60.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	31	30	13	43.3
White	236	221	122	55.2
English Learners	17	17	5	29.4
Foster Youth	13	10	5	50.0
Homeless	37	31	17	54.8
Socioeconomically Disadvantaged	253	243	149	61.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	92	61	66.3

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data 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
<b>Suspensions</b>	0.57	7.52	2.45
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	2.31	1.39	7.27	0.20	3.17
<b>Expulsions</b>	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
<b>All Students</b>	2.31	0.00
<b>Female</b>	1.21	0.00
<b>Male</b>	3.31	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.43	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	6.45	0.00
<b>White</b>	2.12	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	5.41	0.00
<b>Socioeconomically Disadvantaged</b>	2.37	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	4.21	0.00

## 2022-23 School Safety Plan

Our comprehensive school safety plan is included in the teacher binder and is reviewed with the teachers at the beginning of the year. Additionally, a few years ago we implemented a safety flip chart located in every regularly occupied room throughout the school to provide teachers, classified and substitute teachers quick access to emergency response procedures for a variety of critical situations. Two years ago we added Standard Response Protocol as a ways of clarifying communication in the event of an emergency and have added a poster to every classroom outlining the communication used during various emergency situations.

Calaveras Unified has a district safety committee and the principal and two classroom teachers are members of that committee. That committee meets once a month to discuss district-level safety concerns and looks for ways to address those. Additionally, the district has hosted two safety town halls, and the site principal has participated in those as a member of the district safety committee.

We conducted staff and parent surveys to determine the greatest safety issues and developed plans to address those areas of need.

In addition to monthly fire drills, our safety plan includes "hold" "Secure" and Lockdown" drills from the Standard Response Protocol and we practice those ones a quarter. We conduct lockdown drills in conjunction with the Calaveras County Sheriff's Department. Our staff have previously been trained in A.L.I.C.E. procedures for active shooter scenarios. Each classroom has an emergency bag that contains instructions and maps as well as a small first aid kit. Additionally, each classroom is outfitted with an emergency bucket that includes supplies that can be used in the event of a longer-term shelter in place emergency situation.

## 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	\$5977	2165	3812	\$63,472
District	N/A	N/A	\$7,843	\$70,824
Percent Difference - School Site and District	N/A	N/A	-69.2	-10.9
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-53.5	-22.0

## 2021-22 Types of Services Funded

Our Title I funds are used to provide two paraprofessionals who work directly with students in reading and math instruction. We have a differentiated block of instruction where students in grades 1st and 2nd and 3rd grade are combined and then grouped in small groups based on their specific needs as measured by the results of their diagnostic reading assessments that are administered 4 times a year, as well as classroom teacher input. These students then work in small-group instruction utilizing our classroom teachers, the two Title I paraprofessionals and our library media specialist. This past school year the district has used COVID funds to help provide two additional teaching positions. One of those is being used to help reduce class sizes and eliminate the need for combination classes and the other is being used as a pull out intervention teacher.

The two Title I paraprofessionals work with all of our classes to help where needed. They provide instructional support during center time for our TK and Kindergarten classes and provide pull-out support for individual or small group tutoring. Additionally they help support our English Language Learners by providing targeted ELD instruction.

Calaveras Unified also provides a school counselor three days a week who work with our students who are needing those services. The district partners with the Calaveras County Office of Education for special education services and they provide school psychologists, occupational therapists, speech therapists, adaptive P.E. specialists as well as registered behavioral therapists and Educationally Related-Mental Health Services and other related special education services.

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

Professional Development

There are three district-wide CORE days every school year where the district's Instructional Leadership Team (ILT) gathers input from the teachers and works to provide professional development to meet those needs.

The district has continued its work with the International Center for Leadership in Education (ICLE). We have been focusing on the district's signature instructional practices of Writing Across the Curriculum, Formative Processes, Academic Discussion build on a foundation of positive relationships. This year we have a new math curriculum and the CORE days have been dedicated to professional development for that new program.

At the site level, we have regular staff meetings, twice a month, where teachers and administration review school data and discuss the progress we're making on our goals. This year the elementary sites across the district have coordinated their calendars and one of the regular staff meetings is now a grade-alike collaboration time where teachers are able to meet with their peers from across the district. Much of the work this year has focused on the district-level work with PBIS, MTSS and will shift to include the ICLE work. Also, every other week we have teacher collaboration time during our "Workout Wednesdays" where teacher teams have planning time together. Every Friday is an early dismissal to provide for teacher preparation time.

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