

San Andreas Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 24 classrooms, office, library, preschool and afterschool programs, and multi-purpose room, serving over 320 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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	30
Grade 2	48
Grade 3	56
Grade 4	52
Grade 5	32
Grade 6	35
Grade 7	1
Total Enrollment	320

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.8%
American Indian or Alaska Native	0.6%
Asian	0.6%
Black or African American	0.3%
Filipino	0.6%
Hispanic or Latino	22.5%
Two or More Races	8.4%
White	66.6%
English Learners	5.3%
Foster Youth	0.9%
Homeless	10%
Socioeconomically Disadvantaged	70.6%
Students with Disabilities	25.9%

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
Total Teaching Positions	14.00	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)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

12/23

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

School Facility Conditions and Planned Improvements

SAE has two janitors/groundskeepers who take care of minor campus repairs and routine maintenance issues. CUSD's maintenance department deals with larger repairs and projects. The district utilizes a ticket system where the site is able to request repairs or maintenance issues from the district office.

Year and month of the most recent FIT report

9/13/23

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	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. District maintenance crews worked over the summer to fix leaks in the roofs so the ceiling tiles should not have water damage this winter.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Several rooms had items stored too high on top of the cabinets.
Electrical			X	Light bulbs and diffusers are needing to be replaced in a few classrooms.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Some classrooms need updated evacuation maps posted. Paint is noted as chipping in several areas.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Trip hazards on uplifting concrete noted. Many doors are rusting

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	24	25	26	47	46
Mathematics (grades 3-8 and 11)	16	18	17	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	156	95.71	4.29	24.36
Female	78	75	96.15	3.85	25.33
Male	85	81	95.29	4.71	23.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	19.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	13	81.25	18.75	15.38
White	115	112	97.39	2.61	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	106	94.64	5.36	21.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	48	88.89	11.11	6.25

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	163	155	95.09	4.91	18.18
Female	78	74	94.87	5.13	13.70
Male	85	81	95.29	4.71	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	13	81.25	18.75	8.33
White	115	111	96.52	3.48	18.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	112	105	93.75	6.25	13.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	47	87.04	12.96	6.38

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.88	27.59	17.71	16.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	31	93.94	6.06	25.81
Female	14	14	100.00	0.00	21.43
Male	19	17	89.47	10.53	29.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	38.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

San Andreas Elementary School values parent involvement and is always looking for ways of increasing parent and family participation in the school. 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 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 also 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 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	345	167	48.4
Female	166	156	77	49.4
Male	194	189	90	47.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	1	50.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	82	80	43	53.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	28	28	11	39.3
White	242	229	111	48.5
English Learners	19	19	6	31.6
Foster Youth	9	8	7	87.5
Homeless	38	36	24	66.7
Socioeconomically Disadvantaged	270	257	135	52.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	96	51	53.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.31	2.78	1.39	7.27	8.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0
Female	1.81	0
Male	3.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	2.89	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.59	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.94	0

2023-24 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, we have implemented a safety flip chart located in every room throughout the school to provide teachers, classified and substitute teachers quick access to emergency response procedures for a variety of critical situations. We have 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 that meets once a month to discuss district-level safety concerns and looks for ways to address those.

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 Sherriff'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.

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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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5977	2165	3812	\$63,472
District	N/A	N/A	\$7,843	\$73,113
Percent Difference - School Site and District	N/A	N/A	-69.2	-10.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-53.5	-22.0

Fiscal Year 2022-23 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 3 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. We also utilize our Title I funds to hire a credentialed intervention teacher who pulls small groups of students to deliver targeted instruction in ELA for identified students. We have also provided after school tutoring and last year the district was able to provide a general education summer school.

The two Title I paraprofessionals 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,380	\$50,875
Mid-Range Teacher Salary	\$64,412	\$79,761
Highest Teacher Salary	\$94,257	\$103,045
Average Principal Salary (Elementary)	\$99,042	\$128,154
Average Principal Salary (Middle)	\$113,410	\$131,774
Average Principal Salary (High)	\$137,473	\$142,676
Superintendent Salary	\$159,796	\$211,462
Percent of Budget for Teacher Salaries	27.38%	30.11%
Percent of Budget for Administrative Salaries	5.28%	5.49%

Professional Development

There are three district-wide CORE days every school year where teachers. 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. Topics have also included trauma informed practices as well as staff wellness.

At the site level, we have regular staff meetings, once 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. 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.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3