

Twin Rivers Charter School

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/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.

2023-24 School Contact Information

School Name	Twin Rivers Charter School
Street	2510 Live Oak Blvd.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 755-2872
Principal	Obie Leff and Chrissy Jolly
Email Address	oleff@trcs.org and cjolly@trcs.org
School Website	www.trcs.org
County-District-School (CDS) Code	51-71464-0107318

2023-24 District Contact Information

District Name	Twin Rivers Charter School
Phone Number	(530) 755-2872
Superintendent	Obie Leff and Chrissy Jolly
Email Address	oleff@trcs.org and cjolly@trcs.org
District Website	http://www.trcs.org

2023-24 School Description and Mission Statement

Motto:
Learn for Life

Vision Statement:
Inspiring and preparing students for academic excellence and cultivating responsible, engaged, and well-rounded citizens.

Mission Statement:
Twin Rivers Charter School is an innovative TK-8 Independent Charter School that is committed to cultivating all aspects of the child. In partnership with families, staff, students, and the community TRCS demonstrates creativity and versatility by:
Implementing high standards of teaching and learning;
Attracting and retaining dynamic teachers and staff;
Providing a safe, respectful, and supportive environment;
Instilling accountability and personal responsibility;
Promoting parent and community involvement; and,
Preparing students for the next level of educational achievement.

In 2022/2023 TRCS is fully staffed with High Quality Teachers.

District refers to Yuba City Unified (our charter authorizer).

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	48
Grade 2	48
Grade 3	52
Grade 4	56
Grade 5	57
Grade 6	56
Grade 7	50
Grade 8	44
Total Enrollment	480

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.3%
Non-Binary	0.0%
American Indian or Alaska Native	1.7%
Asian	10.6%
Black or African American	2.1%
Filipino	0.4%
Hispanic or Latino	31.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.4%
White	47.3%
English Learners	5.6%
Foster Youth	0.0%
Homeless	0.0%
Migrant	0.0%
Socioeconomically Disadvantaged	38.8%
Students with Disabilities	6.3%

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)	19.40	90.69	552.30	86.95%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	4.65	3.30	0.52%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.65	19.70	3.11%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.50	1.19%	12115.80	4.41%
Unknown	0.00	0.00	52.20	8.22%	18854.30	6.86%
Total Teaching Positions	21.40	100.00	635.20	100.00%	274759.10	100.00%

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

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)	22.20	95.70%	560.20	88.36%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	2.07%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.30%	14.30	2.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	12.90	2.04%	11953.10	4.28%
Unknown	0.00	0.00%	33.30	5.26%	15831.90	5.67%
Total Teaching Positions	23.20	100.00%	634.00	100.00%	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	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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.

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

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)	2.0%	1.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9%	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

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (TK-5) Study Sync (6-8)	Yes	0%

Mathematics	Eureka (TK-5) College Preparatory Math-CPM (6-8)	Yes	0%
Science	Teacher's Curriculum Institute- TCI	Yes	0%
History-Social Science	Teacher's Curriculum Institute- TCI	Yes	0%
Health	Positive Prevention Plus (5th & 7th)	Yes	0%

School Facility Conditions and Planned Improvements

The TRCS campus provides an outstanding environment fostering student learning and growth. Other features include: larger than statewide minimum classroom sizes, state of the art lighting and HVAC/cooling system, a science lab, SMART boards in every classroom, a gymnasium featuring a full basketball court and stage, education center, separate TK/K and primary playgrounds, and track and field facilities.

Through rooftop solar TRCS currently generates greater than 100% of the energy used on campus. Skylights in each classroom and meeting space provide natural lighting. In the 2020-2021 school year TRCS moved from MERV-8 to MERV-13 rated filters in the HVAC system and increased the filter replacement rate from three times annually to quarterly. In 2021-2022 TRCS instituted a 'no idling' policy for parked vehicles and opened a new pick-up / drop-off location on the north side of campus, reducing vehicle emissions and shortening pick up times. Since fall 2021 middle school students in Leadership class have been overseeing paper and plastic recycling efforts school-wide.

In summer 2023 TRCS completed construction of a new TK Wing on the north side of campus. This new wing includes 2 TK classrooms with self contained bathrooms, a large music room, a multi-purpose room, student and staff bathrooms, and ample storage space. TRCS also installed a garden area with 4 planting boxes for students and classrooms to use.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC maintenance completed in middle school wing.
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			Skylight repair ongoing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Completed construction of new TK wing with 2 TK Classrooms a Multipurpose Room, a Music Room, Storage, and Student and Staff Restrooms. Completed installation of student garden boxes.

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)	58%	72%	39%	41%	47%	46%
Mathematics (grades 3-8 and 11)	53%	70%	24%	27%	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	311	311	100%	0%	71.7%
Female	163	163	100%	0%	69.33%
Male	148	148	100%	0%	74.32%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100%	0%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	100	100%	0%	57.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100%	0%	76.92%
White	149	149	100%	0%	82.55%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	129	100%	0%	63.57%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100%	0%	16.00%

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	311	311	100%	0%	70.42%
Female	163	163	100%	0%	67.48%
Male	148	148	100%	0%	73.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100%	0%	63.34%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	100	100%	0%	58.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100%	0%	76.92%
White	149	149	100%	0%	80.54%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	129	100%	0%	65.12%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100%	0%	20.0%

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)	36.73	47.00	22.76	23.11	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	100	100	100%	0%	47.00%
Female	54	54	100%	0%	40.74%
Male	46	46	100%	0%	54.35%
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100%	0%	16.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100%	0%	38.23%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	47	100%	0%	59.58%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100%	0%	43.59%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	96%	98%	98%	98%	95%
Grade 7	96%	98%	98%	94%	98%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

TRCS seeks parent involvement through monthly PTO meetings, quarterly ELAC meetings, an annual LCAP survey, Fall Family Fun Night, Harvest Festival, Cultural Day, Junior Achievement in a Day, Tiger Clubs, coaching athletics, and volunteering on campus, during events, in classrooms, and helping with fundraisers. In addition, all families TK-6th grade attend fall parent/teacher conferences, and 7th-8th grade students are selected to attend.

TRCS also utilizes the ParentSquare communication platform and our weekly "Tiger Tracks" newsletter to ensure families are kept informed about parent involvement opportunities and various school events on campus. TRCS solicits family input on school initiatives including the school's Expanded Learning Program (ELO-P). Classroom teachers strongly encourage parent volunteers to help in classrooms and TRCS utilizes these volunteers to support our school's success.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	485	16	3.3%
Female	239	238	7	2.9%
Male	248	247	9	3.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	--	8	2	25%
Asian	52	52	1	1.9%
Black or African American	10	10	0	0%
Filipino	2	2	0	0%
Hispanic or Latino	152	152	2	1.3%
Native Hawaiian or Pacific Islander	1	1	0	0%
Two or More Races	27	27	3	11.1%
White	230	228	8	3.5%
English Learners	30	30	1	3.3%
Foster Youth	0	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	193	193	11	5.7%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	37	37	2	5.4%

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%	0.63%	1.44%	0.82%	7.71%	6.14%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.21%	0.00%	0.00%	0.29%	0.14%	0.00%	0.07%	0.08%

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.44%	0%
Female	0.42%	0%
Male	2.42%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.97%%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	3.7%	0%
White	1.3%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.04%%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.7%	0%

2023-24 School Safety Plan

The TRCS School Safety Plan includes the following categories: School Safety Committee, School Climate Assessment, and Safety Strategies & Programs.

The purpose of the Twin Rivers Charter School (TRCS) Safety Committee is to engage all educational partners in a cooperative effort to promote safety and health at TRCS. The safety committee plans and makes recommendations for change based on the school needs. The TRCS Safety Committee meets four times a year, with one meeting occurring before the first day of school. The meetings discuss topics such as drill calendars, inventory needs, professional development needs, (ALICE trained annually), and safety inventory needs. The committee is composed of an administrator, elementary certificated, middle school certificated, classified, parent, nurse and a member from the custodial staff. The plan is then sent to local Law enforcement Agencies for feedback, and brought to the board annually to be approved.

The TRCS School Board of Directors is presented with an annual update that includes an assessment of office referrals, attendance rates, SARB data, suspension/expulsion/enrollment numbers, and climate survey results. These data points are shared in a report that compares year-to-year data. The school also provides all TRCS students with the chance to participate in at least one climate survey annually. TRCS uses the data to take steps towards improving areas in need and maintaining growth in areas of strength.

The Safety Strategies and Programs section of the School Safety Plan is updated annually based on best practices, (e.g. using Raptor for campus visitor procedures, Catapult EMS tools for emergency use tools and communication, SST processes, PBIS strategies and interventions, suicide prevention tools, and anonymous reporting information).

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
K	20	1	2	
1	23		2	
2	26		2	
3	25		2	
4	39		1	1
5	28		2	
6	24	1	12	

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
K	20	1	2	
1	24		4	
2	24		4	
3	26		4	
4	27		4	
5	28		6	
6	23	3	19	

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
K	23	2	4	0
1	24	0	4	0
2	24	0	4	0
3	26	0	4	0
4	28	0	4	0
5	29	0	4	0
6	25	6	19	2
Other	0	0	0	0

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	317:1

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)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1
Other	1.7

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	\$11,370.80	\$4,185.57	\$7,185.23	\$66,962.17
District	N/A	N/A	\$8,928.95	\$81,070
Percent Difference - School Site and District	N/A	N/A	19.53%	12.12%
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	5.54%	26.12%

Fiscal Year 2022-23 Types of Services Funded

Intervention
 Expanded Learning Opportunities Program (ELO-P)
 Books & Supplies
 Technology
 ELD
 Special Education
 Counseling
 PBIS Interventions
 ELD Services
 Tutoring
 Athletics
 Music
 Art
 Field Trips (Outdoor learning opportunities)
 School Nutrition - Breakfast & lunch programs

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	\$49,110	\$55,550
Mid-Range Teacher Salary	\$77,672	\$84,645
Highest Teacher Salary	\$106,442	\$111,284
Average Principal Salary (Elementary)	\$148,160	\$139,860
Average Principal Salary (Middle)	\$150,344	\$146,440
Average Principal Salary (High)	\$157,143	\$158,447
Superintendent Salary	\$229,506	\$278,268
Percent of Budget for Teacher Salaries	35.13%	32.21%
Percent of Budget for Administrative Salaries	4.81%	4.89%

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	5	5	5