

# Freshwater Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Freshwater Elementary School
<b>Street</b>	75 Greenwood Heights Dr.
<b>City, State, Zip</b>	Eureka, CA 95503-9569
<b>Phone Number</b>	(707) 442-2969
<b>Principal</b>	Si Talty
<b>Email Address</b>	stalty@humboldt.k12.ca.us
<b>School Website</b>	www.freshwatersd.org
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	12628280000000

## 2025-26 District Contact Information

<b>District Name</b>	Freshwater Elementary School District
<b>Phone Number</b>	(707) 442-2969
<b>Superintendent</b>	Si Talty
<b>Email Address</b>	stalty@freshwatersd.org
<b>District Website</b>	www.freshwatersd.org

## 2025-26 School Description and Mission Statement

Freshwater School is the elementary school in the Freshwater School District, serving students from Transitional Kindergarten (TK) to grade six. The school district has an elected board of five trustees and has been providing education to children for over 125 years. In 2024-25, out of 275 total students, the school served over 140 students from outside the District boundaries. Freshwater School has an experienced, dedicated staff of 12 classroom teachers who are supported by a full time Reading Specialist, a Resource Specialist, a Speech/Language Therapist, a Math Specialist, an Art Specialist, a P.E. Teacher, Student Support Specialist, two music teachers, 12 part-time aides, five full-time classified staff members, a part-time vice principal, and a superintendent/principal.

Mission Statement: The Freshwater School community provides a safe, caring, student-centered environment focused on learning for all.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	33
Grade 2	39
Grade 3	33
Grade 4	38
Grade 5	43
Grade 6	32
Total Enrollment	283

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	3.2
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12
White	72.8
English Learners	1.1
Homeless	6.7
Socioeconomically Disadvantaged	48.8
Students with Disabilities	9.9

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	100	17.1	100	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	15	100	17.1	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.5	91.23	13.7	86.19	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	7.25	1	6.25	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1	6.25	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	1.45	0.2	1.25	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	13.8	100	16	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.5	76.86	14	80.03	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	6.63	1	5.7	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	6.63	1	5.7	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	3.18	0.4	2.74	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	6.63	1	5.7	13705.8	4.91
<b>Total Teaching Positions</b>	15	100	17.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0.2	0.4
<b>Total Out-of-Field Teachers</b>	0.00	0.2	0.4

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All texts are state-aligned and good quality.	0
Mathematics	All texts are state-aligned and good quality.	0
Science	All texts are state-aligned and good quality.	0
History-Social Science	All texts are state-aligned and good quality.	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

In 2000 The Freshwater School District completed the modernization of 10 classrooms, the building of a new girls' restroom, the remodeling of three other restrooms, and the retrofit of the office area. The modernization gave the school a major "facelift", adding high quality carpets, safety glass windows, new electrical systems and data ports, and inside painting to all 10 classrooms. The new student restrooms are beautifully appointed with new fixtures and tile walls and floors. The office area gives additional space for the business functions of the District. The lighting in the classrooms was retrofitted in 2009/10. The school houses all of its students as well as providing a library, computer lab, meeting room, auditorium/cafeteria, music rooms, and After School Care. The new gymnasium was completed and has been a huge asset for the entire school community. In 2007/08 we added 196 solar panels that generate approximately 60% of the school's electricity needs. During this time we also added two relocatable classrooms, which are utilized as the library and computer lab.

In the summer of 2017 Prop 39 allowed us to make needed energy saving facility improvements. A new 39kW solar array was installed above the Kindergarten wing. Additionally, the District was able to utilize Prop 39 funds to procure a new roof and solar array above the Kindergarten wing (bringing our total school output to 67KW), install new LED lights throughout and remove a failing, 61-year-old water heater and replace it with a new tankless on-demand water heater in the Kitchen. In June of 2018, The District passed Measure C, a \$2.1 million dollar General Obligation Bond to modernize and renovate our aging

School Facility Conditions and Planned Improvements

schools. This bond measure allowed us to improve our outdated plumbing systems, replace many of our roofs, and upgrade our hardscape and landscape areas in the summer of 2019.

In 2023 we started our transition to electric buses. By 2024, we had added 2 electric buses and charging infrastructure. Also in 2024, we removed the failing linoleum floor in the cafeteria and polished the concrete underneath. In 2025 we replaced 2 aging modular buildings in our TKK, after-school area, and submitted plans for future new construction of a double room and relocation of existing portables on the north end of campus.

Year and month of the most recent FIT report	12/30/2025
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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			Modular building in last years of usable lifespan. Have replacement modular buildings in the works.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Modular building in last years of usable lifespan. Have replacement modular buildings in the works.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Modular building in last years of usable lifespan. Have replacement modular buildings in the works. Gutters need to be replaced Back of Bus Barn Roof showing significant wear.Loosing shingles on Gym every storm.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	64	51	63	47	48
Mathematics (grades 3-8 and 11)	47	49	48	47	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	146	143	97.95	2.05	63.64
Female	69	66	95.65	4.35	68.18
Male	77	77	100.00	0.00	59.74
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	61.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	58.82
White	108	105	97.22	2.78	64.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	20.00

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	146	143	97.95	2.05	48.95
Female	69	66	95.65	4.35	43.94
Male	77	77	100.00	0.00	53.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	108	105	97.22	2.78	52.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	20.00

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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.13	55.81	28.13	55.81	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	43	97.73	2.27	55.81
Female	21	20	95.24	4.76	50.00
Male	23	23	100.00	0.00	60.87
American Indian or Alaska Native	--	--	--	--	--
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	27	26	96.30	3.70	69.23
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.24	4.76	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	82%	100%	100%	67%	93%

C. Engagement	<b>State Priority: Parental Involvement</b>  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.
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<b>2025-26 Opportunities for Parental Involvement</b>
Parent involvement makes Freshwater School one of the most outstanding schools in Humboldt County. Families and Caregivers are encouraged to participate in leadership committees including the Freshwater Educational Foundation, Community Club, Board Meetings, and Parent Advisory Committee to further enhance educational programs and our campus and provide opportunities for families to offer input on schoolwide decisions and goals. Families and caregivers are invited to attend periodic informational meetings, including parent information night and orientation for TK and Kindergarten families, and set up informational displays at Concerts and School events. Many activities and events are offered throughout the year for families and caregivers to build community such as: Open house, Back to School Night, parent volunteer orientation, all school picnic, trick or treat street, holiday craft fairs, family garden days, invention convention science fair, character education assemblies, lego/game nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	284	32	11.3
Female	148	146	14	9.6
Male	139	138	18	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	34	7	20.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	5	14.7
White	206	204	19	9.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	22	22	3	13.6
Socioeconomically Disadvantaged	141	140	26	18.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	36	9	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.37	1.12	0.35	0.63	0.95	0.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The School Safety Plan was last reviewed by the staff, Parent Advisory Committee, and Board of Trustees in November, 2025.

### 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.

#### 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	16	2	1	0
1	17	1	1	0
2	16	1	1	0
3	23	0	2	0
4	17	1	1	0
5	18	2	0	0
6	18	1	1	0
Other	0	0	0	0

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	2	0	0
1	20	1	1	0
2	15	1	1	0
3	18	1	1	0
4	23	1	1	0
5	16	1	1	0
6	32	0	1	0
Other	0	0	0	0



## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
1	17	1	1	
2	13	2	1	
3	17	1	1	
4	19	1	1	
5	22	1	1	
6	32		1	

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	0.8
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$18,069	\$6,610	\$11,459	\$69,868
District	N/A	N/A	\$22,655	\$69,606
Percent Difference - School Site and District	N/A	N/A	-65.6	0.4
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	2.8	-19.9

## Fiscal Year 2024-25 Types of Services Funded

The school shared funding for a full time Reading Specialist, a Resource Specialist, a Speech/Language Therapist, a Math Specialist, an Art Specialist, a P.E. Teacher, a Student Support Specialist, an instrumental music teacher, a vocal music and dance instructor, 12 classroom aides, and a part-time vice principal, and a superintendent/principal. The school also used funds to improve student safety and school climate. Superintendent Salary reflects the combined position of Superintendent/Principal.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$43,258	\$55,248
Mid-Range Teacher Salary	\$56,995	\$80,746
Highest Teacher Salary	\$79,656	\$109,655
Average Principal Salary (Elementary)	\$120,000	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$155,954
Percent of Budget for Teacher Salaries	25.84%	25.26%
Percent of Budget for Administrative Salaries	5.17%	6.12%

## Professional Development

The district schedules three staff development days each year. In addition, all staff are encouraged to participate in ongoing Professional Development opportunities throughout the year. Teachers are also given release time for collaboration twice per month.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3