

Freshwater Elementary

2020–21 School Accountability Report Card

Reported Using Data from the 2020–21 School Year

California Department of Education

Address: 75 Greenwood Heights Dr.
Eureka, CA , 95503-9569

Principal: Si Talty, Principal

Phone: (707) 442-2969

Grade Span: K-6

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 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.

About This School

Si Talty, Principal

📍 Principal, Freshwater Elementary

About Our School

Contact

Freshwater Elementary
75 Greenwood Heights Dr.
Eureka, CA 95503-9569

Phone: [\(707\) 442-2969](tel:(707)442-2969)

Email: stalty@freshwatersd.org

Contact Information (School Year 2021–22)

District Contact Information (School Year 2021–22)

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

School Contact Information (School Year 2021–22)

School Name	Freshwater Elementary
Street	75 Greenwood Heights Dr.
City, State, Zip	Eureka, CA , 95503-9569
Phone Number	(707) 442-2969
Principal	Si Talty, Principal
Email Address	stalty@freshwatersd.org
Website	http://www.freshwatersd.org
County-District-School (CDS) Code	12628286007884

Last updated:

School Description and Mission Statement (School Year 2021–22)

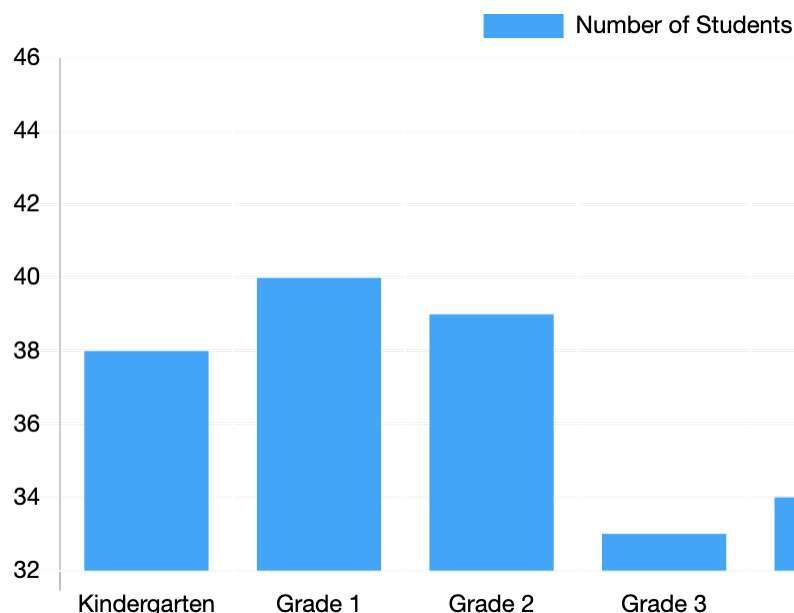
Freshwater School is the elementary school in the Freshwater School District, serving students from Kindergarten to grade six. The school district has an elected board of five trustees and has been providing education to children for over 125 years. In 2020-21, out of 270 total students, the school served 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, a Student Support Provider, two music teachers, 12 part-time aides, three 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.

Last updated: 1/6/22

Student Enrollment by Grade Level (School Year 2020–21)

Grade Level	Number of Students
Kindergarten	38
Grade 1	40
Grade 2	39
Grade 3	33
Grade 4	34
Grade 5	46
Grade 6	39
Total Enrollment	269



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/5/22

Student Enrollment by Student Group (School Year 2020–21)

Student Group	Percent of Total Enrollment
Female	52.80%
Male	47.20%
Non-Binary	0.00%
American Indian or Alaska Native	3.00%
Asian	0.40%
Black or African American	0.40%
Filipino	0.00%
Hispanic or Latino	14.50%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	7.10%
White	74.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	27.50%
Students with Disabilities	6.70%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 6/23/22

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019–20 Number	2020–21 Number
Permits and Waivers	0	

Authorization/Assignment	2019–20 Number	2020–21 Number
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Last updated: 6/30/22

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

Indicator	2019–20 Number	2020–21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0.3	
Total Out-of-Field Teachers	0.3	

Last updated: 6/30/22

Class Assignments

Indicator	2019–20 Percent	2020–21 Percent
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	

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

Last updated: 6/30/22

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–22)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All texts are state-aligned and good quality.	Yes	0%
Mathematics	All texts are state-aligned and good quality.	Yes	0%
Science	All texts are state-aligned and good quality.	Yes	0%
History-Social Science	All texts are state-aligned and good quality.	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/5/22

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. Most recently we repaved and restriped our parking lot to improve student safety, and have begun replacing failing water and sewer lines. In addition we have begun replacing our old fluorescent lights with energy efficient LEDs, and will soon begin work installing a new roof and 32k Solar Array to further increase the District's energy savings.

In the summer of 2017 Prop 39 allowed us to make further 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 above the Kindergarten wing, install new LED lights in the classrooms 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 schools. This bond measure allowed us to improve our outdated plumbing systems, replace our roofs, and upgrading and upgrade our hardscape and landscape areas in the summer of 2019.

Last updated: 1/6/22

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Modular building in last years of usable lifespan. Gutters need replacing, bathrooms need updating. Back of Bus Barn Roof showing significant wear.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Fair
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Last updated: 1/6/22

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).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–20	School 2020–21	District 2019–20	District 2020–21	State 2019–20	State 2020–21
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/8/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven

(School Year 2020–21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	140	93.96	6.04	51.43
Female	83	80	96.39	3.61	47.50
Male	66	60	90.91	9.09	56.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	102	97.14	2.86	50.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	31	88.57	11.43	51.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	50.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/7/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020–21)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	139	93.29	6.71	32.61
Female	83	79	95.18	4.82	24.36
Male	66	60	90.91	9.09	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	101	96.19	3.81	32.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	30	85.71	14.29	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	14.29

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/7/22

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–20	School 2020–21	District 2019–20	District 2020–21	State 2019–20	State 2020–21
Science (grades 5, 8, and high school)		42.22		42.22		28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020–21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	45	97.83	2.17	42.22
Female	22	22	100.00	0.00	36.36
Male	24	23	95.83	4.17	47.83
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	36	36	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/7/22

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

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

Opportunities for Parental Involvement (School Year 2021–22)

Parent involvement makes Freshwater School one of the most outstanding schools in Humboldt County. Family members can become involved in a variety of ways, including helping in the classroom, serving on one of the four parent groups associated with the school, volunteering at special events, and gathering materials and supplies for the school. For example, families volunteer to help with the Garden of the Dolphins, art projects, field trips, electives, holiday parties, and attend Family Movie Nights, School Science Fair, and Lego & Game Nights.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2020–21)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	273	269	16	5.9
Female	143	142	10	7.0
Male	130	127	6	4.7
American Indian or Alaska Native	1	1	0	0.0
Asian	7	6	2	33.3
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	39	39	2	5.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	21	3	14.3
White	202	200	9	4.5
English Learners	7	7	1	14.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	110	109	11	10.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	23	2	8.7

Last updated: 1/7/22

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

(data collected between July through June, each full school year respectively)

Rate	School 2019–20	School 2020–21	District 2019–20	District 2020–21	State 2019–20	State 2020–21
Suspensions	0.33%	0.00%	0.28%	0.00%	2.45%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/7/22

**Suspensions and Expulsions by Student Group
(School Year 2020–21)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated: 1/7/22

School Safety Plan (School Year 2021–22)

The School Safety Plan was last reviewed by the staff, School Site Council, and Board of Trustees in March, 2021.

Last updated: 1/6/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018–19

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	2	1	
1	21.00	1	1	
2	20.00	2		
3	24.00		2	
4	14.00	2	1	
5	22.00	1	1	
6	20.00	1	1	
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	2	1	
1	22.00		1	
2	20.00	1		
3	19.00	1	1	
4	16.00	2	1	
5	22.00	1	1	
6	21.00	1	1	
Other**	21.00	1	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	3		
1	31.00	1		1
2	20.00	2		
3	17.00	2		
4	17.00	1	1	
5	23.00	1	1	
6	20.00	1	1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2020–21)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Last updated: 12/31/99

Student Support Services Staff (School Year 2020–21)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.00
Other	0.00

* 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.

Last updated: 12/31/99

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–20)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11145.00	\$2787.00	\$8359.00	\$60326.00
District	N/A	N/A	\$8474.00	\$61176.00
Percent Difference – School Site and District	N/A	N/A	-1.38%	-1.40%
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	-1.01%	-18.13%

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

Last updated: 1/7/22

Types of Services Funded (Fiscal Year 2020–21)

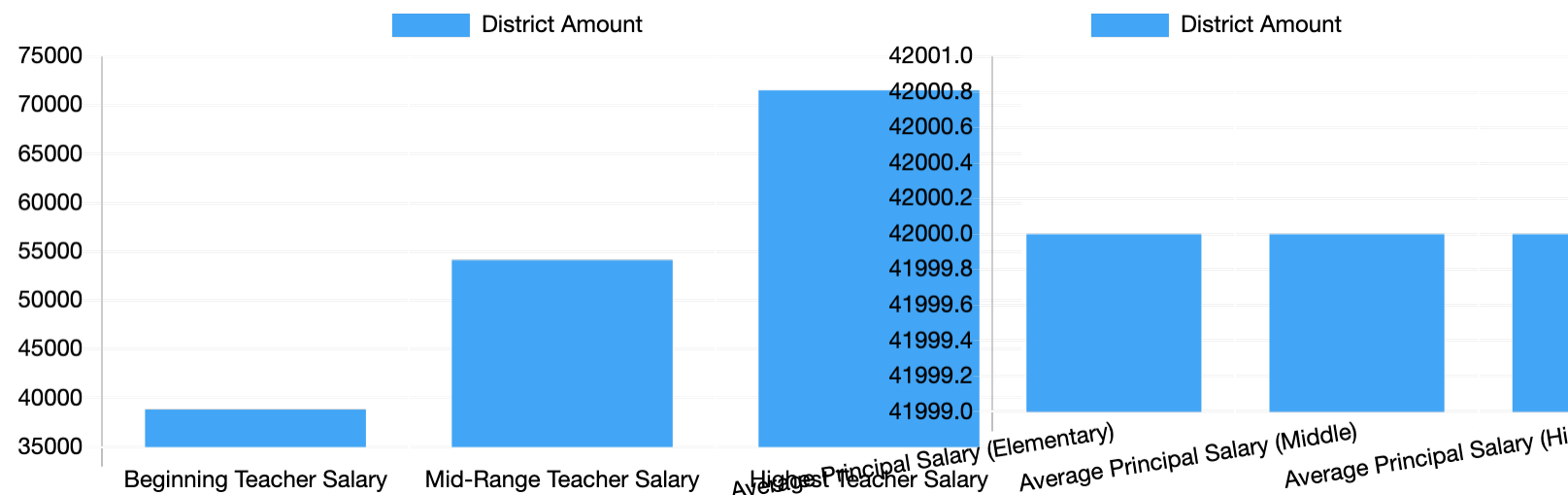
The school shared funding for a full time Reading Specialist, a Resource Specialist, a Speech/Language Therapist, a Math Specialist, a Student Support Provider, an instrumental music teacher, a vocal music and dance instructor, 12 classroom aides, a PE teacher, and a part-time vice principal, and a superintendent/principal.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

Last updated: 1/5/22

Teacher and Administrative Salaries (Fiscal Year 2019–20)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38844.00	\$47265.00
Mid-Range Teacher Salary	\$54143.00	\$69813.00
Highest Teacher Salary	\$71528.00	\$91237.00
Average Principal Salary (Elementary)	\$42000.00	\$113466.00
Average Principal Salary (Middle)	\$42000.00	\$115186.00
Average Principal Salary (High)	\$42000.00	\$0.00
Superintendent Salary	\$110000.00	\$131359.00
Percent of Budget for Teacher Salaries	38.81%	30.00%
Percent of Budget for Administrative Salaries	4.59%	7.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/7/22

Professional Development

Measure	2019–20	2020–21	2021–22
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Measure	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/6/22

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–21)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	149	140	93.96	6.04	51.43
Female	83	80	96.39	3.61	47.50
Male	66	60	90.91	9.09	56.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	102	97.14	2.86	50.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	31	88.57	11.43	51.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	50.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/7/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–21)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	149	139	93.29	6.71	32.61
Female	83	79	95.18	4.82	24.36
Male	66	60	90.91	9.09	43.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	26	89.66	10.34	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	105	101	96.19	3.81	32.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	30	85.71	14.29	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	14.29

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/7/22