

Our Community 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	Our Community Charter School
Street	10045 Jumilla Avenue
City, State, Zip	Chatsworth
Phone Number	818-350-5000
Principal	Carey Bartlow
Email Address	carey.b@ourcommunityschool.org
School Website	www.ourcommunityschool.org
County-District-School (CDS) Code	CA

2023-24 District Contact Information

District Name	Our Community Charter School
Phone Number	818-350-5000
Superintendent	Carey Bartlow
Email Address	carey.b@ourcommunityschool.org
District Website	www.ourcommunityschool.org

2023-24 School Description and Mission Statement

Our Community School originally was founded by a dedicated group of parents and educators in 2005 as a K-6 school in the San Fernando Valley. At the time of charter renewal in 2010, the LAUSD Board also approved a material revision to add 7th and 8th grades, making Our Community School a K-8 span school. Throughout our eighteen years, Our Community School (OCS) has become a valued asset in the local community offering a TK-8th grade small school educational option for families. In 2019-20, OCS was renewed for 5 more years, and look forward to continuing our work with our students.

OCS has achieved impressive growth and stability, building on our recognition in 2009, just our fourth year in operation, as the California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS's excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups and through our ability to realize a vision of creating a school community in which all stakeholders (students, teachers, staff, parents, and community members) are valued and contributing members.

Mission Statement:

Our Community School guides our students to be empowered, ethical, and informed community members. OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

Vision Statement:

OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. OCS Community members will be given the tools and support to positively impact their local and global communities

2023-24 School Description and Mission Statement

by being Empowered, Ethical, and Informed.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	42
Grade 2	46
Grade 3	50
Grade 4	42
Grade 5	42
Grade 6	52
Grade 7	41
Grade 8	42
Total Enrollment	405

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	47.7%
American Indian or Alaska Native	0.5%
Asian	5.9%
Black or African American	4.9%
Filipino	2.2%
Hispanic or Latino	35.8%
Two or More Races	5.9%
White	44.7%
English Learners	4.7%
Foster Youth	1%
Socioeconomically Disadvantaged	23.7%
Students with Disabilities	21.2%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	100.00	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.0	1651.30	6.07	18854.30	6.86
Total Teaching Positions	20.70	100.00	27194.20	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)	19.00	90.48	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.76	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.76	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	21.00	100.00	27426.80	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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	1.00
Total Out-of-Field Teachers	0.00	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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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	Amplify CKLA (K-5th grades), MyPerspectives (6th-8th grades), i-Ready ELA online instruction, Lexia Reading, Read Naturally, Scholastic On My Way (TK)	Yes	0%
Mathematics	Go Math (Kinder-5th grades), Reveal Math (6th-8th grades), i-Ready Math online instruction, Scholastic On My Way (TK)	Yes	0%
Science	Mystery Science (all grades), Science Dimensions (5th-8th grades)	Yes	0%
History-Social Science	TCI America's Past (5th grade) TCI History Alive (6th-8th grades), Scholastic Magazine	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Our Community School is located on an approximate 5-acre facility in Chatsworth, CA. One building is the Multi-Purpose Room (MPR/auditorium) which also houses the music and art programs. One building is dedicated to administration. One building is dedicated library and staff. The other buildings contain our classrooms and resource lab. There is a large amount of play space surrounding the buildings, the garden area, and a large field for sports and PE activities. There is adequate space for our maximum of 450 students and all current programs. OCS completed a modernization construction project in January 2017. Renovations included ADA upgrades, lighting, changing rooms, and improvements to the MPR. Ongoing maintenance is a priority. OCS hires our own plant manager, contract with a cleaning company, and budget for needed repairs.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			
External: 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.

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)	64	62	41	41	47	46
Mathematics (grades 3-8 and 11)	53	46	27	29	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	266	260	97.74	2.26	61.92
Female	136	132	97.06	2.94	67.42
Male	127	125	98.43	1.57	55.20
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	17	17	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	124	121	97.58	2.42	76.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	51.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	54	91.53	8.47	27.78

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	266	259	97.37	2.63	46.33
Female	136	131	96.32	3.68	46.56
Male	127	125	98.43	1.57	45.60
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	17	17	100.00	0.00	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	93	89	95.70	4.30	33.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	124	121	97.58	2.42	57.02
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	61	98.39	1.61	34.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	54	91.53	8.47	18.52

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)	54.65	48.75	20.02	20.46	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	83	81	97.59	2.41	48.15
Female	40	39	97.50	2.50	43.59
Male	43	42	97.67	2.33	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	56.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	39.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	26.32

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	88%	95.2%	83.3%	90.5%	85.7%
Grade 7	92.6%	85.3%	85.3%	82.9%	85.3%

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

We encourage and welcome parent participation at OCS. Parents choose to be involved in a many aspects of Our Community School from classroom volunteers to Board members. Our parents lead fundraisers, work on various school committees, participate in School Site Council, support art and garden enrichment programs on campus. Parents attend our annual Family and Student-led Conferences. Each grade level has room parents that work to share communication and fill volunteer needs.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	405	87	21.5
Female	210	208	35	16.8
Male	198	193	51	26.4
Non-Binary	4	4	1	25.0
American Indian or Alaska Native	2	2	1	50.0
Asian	25	24	4	16.7
Black or African American	20	20	3	15.0
Filipino	11	9	2	22.2
Hispanic or Latino	147	145	43	29.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	25	24	4	16.7
White	182	181	30	16.6
English Learners	20	20	8	40.0
Foster Youth	4	4	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	107	106	37	34.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	90	23	25.6

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	0.46	0.49	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0
Female	0	0
Male	1.01	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.36	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	0.93	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.1	0

2023-24 School Safety Plan

OCS's Comprehensive School Safety Plan is updated annually and approved by the Board of Directors. It was last approved on September 27, 2023. It includes monthly drop drills, fire drills, annual mock earthquake drills that are more extensive, as well as several lock down and "keep and sweep" drills. It also includes child abuse reporting procedures, disaster response procedures, discipline - suspension and expulsion procedures, discrimination and harassment policy, injury and illness prevention program, heat illness prevention program, and the IIPP addendum for COVID-19. All staff, students, and regular volunteers are trained in OCS safety plans. There is an outdoor bin with emergency first aid and nutrition supplies needed for staff/students for several days. All classrooms have emergency backpacks with parents and students' information and first aid supplies.

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	18	2		
1	22		2	
2	25		2	
3	25		2	
4	26		2	
5	27		2	
6	24		2	

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	22		2	
1	22		2	
2	23		2	
3	24		2	
4	22		2	
5	25		2	
6	41		2	

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	3	0	0
1	21	0	2	0
2	23	0	2	0
3	25	0	2	0
4	21	0	2	0
5	21	0	2	0
6	52	0	2	0
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	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	\$10,220.75	\$2,255.63	\$7,965.13	\$65,801.65
District	N/A	N/A	\$8,796	\$81,337
Percent Difference - School Site and District	N/A	N/A	10%	16.4%
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	17.3%	23%

Fiscal Year 2022-23 Types of Services Funded

All classroom-based curriculum and instruction for TK-8 grade program are funded, as well as intervention for students recommended for additional support.

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	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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	13.5	21	20