

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Greenacre Homes & School - Atkinson

Address: 7590 Atkinson Rd, Sebastopol, CA

Phone: 707-829-1366

Principal: Jennifer Dalton-Warner

Grade Span: 1-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	Sonoma County Office of Education
Phone Number	707-534-2710
Superintendent	Steve Herrington
Email Address	Sherrington@scoe.org
Website	scoe.org

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Greenacre Homes & School - Atkinson
Street	7590 Atkinson Road
City, State, Zip	Sebastopol, CA 95472
Phone Number	707-829-1366
Principal	Jennifer Dalton-Warner
Email Address	jdaltonwarner@greenacrehomes.org
Website	Greenacrehomes.org
County-District-School (CDS) Code	49-70938-6906002

Table 3: School Description and Mission Statement (School Year 2022–23)

The school program is consistent and complimentary to the residential program catalyzing the clients' transition into a less restrictive placement and a greater overall independent level of functioning. Dysfunctional behavior more than any other factor prevents integration of students into a less restrictive setting; thus, it is a prime focus for the school program. The school provides a solid consistent, and predictable structured setting supported by a strong behavior modification program employing a point system, privilege program, and a realistic student store. A major portion of each day is dedicated to raising the reading, writing, and arithmetic skills of the clients. Development of these basic skills eases students' transition into public school classrooms. There are a number of enrichment classes during the school week focusing on natural sciences, history, current events, physical fitness, and the arts. The academic program also includes regular practicing of speech and language exercises designed by our Speech and Language Pathologist. We create a therapeutic milieu focusing on relationships, development, and care. Also, our school specializes in vocational training (5 job sites in the community), and our licensed therapists provide individual, group, and family counseling, and weekly social skills classes. Additional professionals include an Occupational Therapist and a Psychiatrist overseeing medication.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	2
Grade 4	0
Grade 5	2
Grade 6	5
Grade 7	6
Grade 8	3
Grade 9	2
Grade 10	2
Grade 11	3
Grade 12	0
Total Enrollment	25

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	0
Male	100
Non-Binary	0
American Indian or Alaska Native	0
Asian	8
Black or African American	16
Filipino	0
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	4
Two or More Races	16
White	56
English Learners	24
Foster Youth	40
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	32
Students with Disabilities	100

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

Table 6: 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)	1	33.3	19.3	40.21	228366. 1	83.12
Intern Credential Holders Properly Assigned	2	66.7	4	8.3	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	9.5	19.71	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12115.8	4.41
Unknown	0	0	15.3	31.76	18854.3	6.86
Total Teaching Positions	3	100	48.2	100	274759. 1	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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	1	33.3	23.2	59.13	234405. 2	84
Intern Credential Holders Properly Assigned	2	66.7	1	2.54	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.5	19.04	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.6	9.14	11953.1	4.28
Unknown	0	0	4	10.15	15831.9	5.67
Total Teaching Positions	3	N/A	39.3	100	279044. 8	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.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
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

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016	Yes	0
Mathematics	2015	Yes	0
Science	2018	Yes	0
History-Social Science	2018	Yes	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

- Prune fruit trees
- Remodel sensory rooms

Table 13: School Facility Good Repair Status

Using the **most recently collected** 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: [DPL]

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: 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

Year and month of the most recent FIT report: 7/22

Table 14: Overall Rating

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.

Table 15: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	4	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	1	N/A	33

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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.

**Table 16: 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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	--	--	--	--
Female	0	N/A	N/A	N/A	N/A
Male	25	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian	2	N/A	N/A	N/A	N/A
Black or African American	4	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	9	--	--	--	--
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	4	--	--	--	--
White	14	--	--	--	--
English Learners	6	--	--	--	--
Foster Youth	10	--	--	--	--
Homeless	0	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	--	--	--	--
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	25	--	--	--	--

Note: 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.

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.

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.

Table 17: 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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	--	--	--	--
Female	0	N/A	N/A	N/A	N/A
Male	25	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian	2	N/A	N/A	N/A	N/A
Black or African American	4	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	9	--	--	--	--
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	4	--	--	--	--
White	14	--	--	--	--
English Learners	6	--	--	--	--
Foster Youth	10	--	--	--	--
Homeless	0	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	--	--	--	--
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	25	--	--	--	--

Note: 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.

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.

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.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	0	0	0	7.41	28.5	29.47

Note: 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.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	--	--	--	--
Female	0	N/A	N/A	N/A	N/A
Male	25	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--
Asian	2	N/A	N/A	N/A	N/A
Black or African American	4	--	--	--	--
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	9	--	--	--	--
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or More Races	4	--	--	--	--
White	14	--	--	--	--
English Learners	6	--	--	--	--
Foster Youth	10	--	--	--	--
Homeless	0	--	--	--	--
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	--	--	--	--
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	25	--	--	--	--

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.

Table 20: Career Technical Education Programs (School Year 2021–22)

Greenacre Homes has developed an exhaustive vocational education and career development program. Vocational Essentials include: student responsibility; community-based learning; team work; continuity with academics and work; community collaboration; and real-life experiences. Program Goals include: preparation for adult roles – self-sufficient wage earner; productive community citizen; lifelong learner and worker. Important Elements include: active participation in real life experiences; student centered programs; standards and accountability; complete team support and guidance - student, parent, teachers, community, home, and business. Students at Greenacre Homes experience the whole process of a acquiring and maintaining a job. The vocational instructor aides the students with: conducting job searches, filling out the job application, attaining a work permit when necessary, preparing for the interview, completing all paperwork and documentation, securing the position, arranging transportation, purchasing uniforms, getting identification cards, setting up bank accounts, and working at the job site. Currently, Greenacre Homes has six full-time staff and additional support staff overseeing the vocational program, and is in the process of hiring additional staff to ensure continuous improvement and success. Greenacre Homes provides vocational education and real-life career development with the following agencies:

1. Rite Aide in Sebastopol
2. CVS in Sebastopol
3. Rosa Market in Forestville
4. Redwood Empire Food Bank in Santa Rosa
5. Andy’s Market in Sebastopol
6. Greenacre Homes, Inc. - Agriculture and Maintenance
7. Sebastopol Cinemas

At the different job sites, Greenacre Homes provides vocational instructors to work closely with the students and the employers. Rite Aide, CVS, and Andy’s Market provides students the opportunity to work closely with the community. While stocking and facing shelves, students have continual contact with customers and fellow employees at the stores. At the Redwood Empire Food Bank, students review inventory, stock shelves, price and sell merchandise, and maintain the warehouse appearance. Students also work in various support service departments at Greenacre Homes. Students aide with inventory, purchasing, distribution, food preparation, and meals in the food service department. They also help with landscaping, construction, painting, building, and carpentry in the maintenance department. The Agriculture program includes: about 75 apple trees, a large garden, a greenhouse, and additional ground maintenance. Students learn about planting, growing, harvesting, and production of a variety of different plants, vegetables, and fruit.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

**Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

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

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Greenacre School communicates with the parents on a daily basis and will hold meetings when necessary or requested by the parents. Parents attend annual IEP meetings and are welcome to participate in annual events including: Graduation, Christmas and Holiday Party, Harvest Extravaganza, Halloween Party, Talent Shows, and other special events. During long-distance learning Greenacre School provided daily lunch and breakfast deliveries and weekly homework and participation incentive deliveries.

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.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87.4

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	25	0	0
Female	0	N/A	N/A
Male	25	0	0
Non-Binary	0	N/A	N/A
American Indian or Alaska Native	2	0	0
Asian	4	N/A	N/A
Black or African American	0	0	0
Filipino	9	N/A	N/A
Hispanic or Latino	1	0	0
Native Hawaiian or Pacific Islander	4	0	0
Two or More Races	14	0	0
White	6	0	0
English Learners	10	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	8	0	0
Students Receiving Migrant Education Services	0	N/A	N/A
Students with Disabilities	25	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	25	25	7	28
Female	0	0	N/A	N/A
Male	25	25	7	28
American Indian or Alaska Native	0	0	N/A	N/A
Asian	2	2	0	0
Black or African American	4	4	1	25
Filipino	0	0	N/A	N/A
Hispanic or Latino	9	9	2	22
Native Hawaiian or Pacific Islander	1	1	1	100
Two or More Races	4	4	2	50
White	14	14	3	21
English Learners	6	6	2	33
Foster Youth	10	10	1	10
Homeless	0	0	N/A	N/A
Socioeconomically Disadvantaged	8	8	1	13
Students Receiving Migrant Education Services	0	0	N/A	N/A
Students with Disabilities	25	25	7	28

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	5.1	8.14	2.45
Expulsions	0	0	0.05

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.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0	0	.91	6	.2	3.17
Expulsions	0	0	0	0	0	.07

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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Table 31: School Safety Plan (School Year 2022–23)

Health, Emergency and Fire Plan

Each class is supplied with an Emergency Care and Disaster Plan information sheet. This form is posted in a prominent place in the facility. The disaster plan form provides vital emergency information. Staff members should familiarize themselves with the location of the form and the information that it provides, such as emergency names and phone numbers: doctor, dentist, police, fire, poison control, crises hotline, where exits are located within the school, temporary relocation sites, utility shut off points, the location of smoke detectors, the location of the fire alarm and where to find fire extinguishers. The temporary relocation addresses provided are given in case some event occurs that renders the school uninhabitable or hazardous. School administrators will make the determination as to whether or not the school is hazardous. Obviously, in the event of fire, flood or explosion this would be the case and the students should be taken to the first facility that is listed.

Fire Plan

Each classroom has a hard-wired smoke detector system as well as a pull station fire alarm. These are not directly connected to the fire department. In the event of a fire, dial 911 or the fire department number listed on the Emergency Care and Disaster Plan. The procedure for fire drills is the same for each classroom. Staff members should remove themselves and the students from the classroom as quickly as possible. No one should stop to remove valuables or possessions. The only difference between classrooms would be the meeting place that is established. The meeting place is the basketball court all staff members and students should go in order to be accounted for. Once there, one staff member should be responsible for making a head count of students to insure everyone's safety.

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.

Table 32: 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	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	3	0	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.

**Table 33: 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	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	3	0	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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	12	3	0	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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3	0	0
Mathematics	12	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3	0	0
Mathematics	12	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3	0	0
Mathematics	12	3	0	0
Science	12	3	0	0
Social Science	12	3	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

Specialized Academic Instruction, Transportation, Physical Education, Individual and Group Counseling and Guidance, Speech and Language, Occupational Therapy, Parent and Family Counseling, Temporary Support Assistance, Vocational Training and Assessment, and Work Experience Education.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	Unknown	Unknown
Mid-Range Teacher Salary	Unknown	Unknown
Highest Teacher Salary	Unknown	Unknown
Average Principal Salary (Elementary)	Unknown	Unknown
Average Principal Salary (Middle)	Unknown	Unknown
Average Principal Salary (High)	Unknown	Unknown
Superintendent Salary	Unknown	Unknown
Percent of Budget for Teacher Salaries	Unknown	Unknown
Percent of Budget for Administrative Salaries	Unknown	Unknown

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12