

# Metteer Elementary

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Metteer Elementary
<b>Street</b>	695 Kimball Rd.
<b>City, State, Zip</b>	Red Bluff, CA, 96080
<b>Phone Number</b>	(530) 527-9015
<b>Principal</b>	Brandie Stone
<b>Email Address</b>	bstone@rbuesd.org
<b>School Website</b>	www.metteer.rbuesd.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	52-71621-6106686

## 2025-26 District Contact Information

<b>District Name</b>	Red Bluff Union Elementary School District
<b>Phone Number</b>	(530)-527-7200
<b>Superintendent</b>	Cliff Curry
<b>Email Address</b>	ccurry@rbuesd.org
<b>District Website</b>	www.rbuesd.org

## 2025-26 School Description and Mission Statement

Welcome to Metteer Elementary School, Home of the Mustangs! Our mission is to educate all students to high levels of academic performance based on the Common Core State Standards, while developing responsible citizens who are independent thinkers and lifelong learners. Our vision is to create a school environment where children, staff, and parents work productively and effectively to support the success of each student. This involves mutual respect, cooperation, and responsibility on the part of the entire school community. Our staff is committed to these outcomes.

Metteer serves a diverse transitional kindergarten through fifth-grade student population, including English Learners, students with disabilities, socio-economically disadvantaged families, and Gifted/Talented individuals. We offer a multi-tiered framework of academic, social-emotional, and behavioral support/ intervention. Progress across all tiers is gathered and monitored systematically throughout the year. Data informs our classroom instruction, academic learning goals, intervention programs, and extensions. Social-emotional and behavioral supports include individual and group counseling, classroom use of an adopted social-emotional learning curriculum, and school-wide participation in Positive Behavior Intervention and Supports (PBIS). We recognize positive student behavior and provide proactive communication between staff, students, and families.

At Metteer, we welcome parent and community volunteers and we value their contributions. Family involvement is important to our students' success and we seek opportunities throughout the year to celebrate and involve our families. We have an active parent/school staff organization called the Metteer Booster Club. We work together to support a variety of activities that build community, family-school connectedness, and increased academic success. These traditions help to create a welcoming and supportive environment at Metteer. A partnership with the Tehama County SERRF after-school program extends support for our students daily from the close of the school day to 6:00 p.m. This program provides students with adult supervision, homework help, and recreational opportunities.

Our Vision, Mission, and Values were combined to make one "Guiding Statement" for our community: To cultivate a supportive educational experience so all students can become positive contributing members of our community, we will foster a community of learning where all members show growth, respect, integrity, and teamwork to tackle difficult tasks, by nurturing social-emotional growth, building relationships, and providing and customizing high quality academic instruction.

## 2025-26 School Description and Mission Statement

### About this School

#### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	19
Kindergarten	89
Grade 1	80
Grade 2	63
Grade 3	81
Grade 4	84
Grade 5	60
Grade 6	1
Total Enrollment	458

#### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	2.2
Asian	1.3
Black or African American	1.1
Hispanic or Latino	51.5
Two or More Races	6.1
White	36.9
English Learners	19.9
Foster Youth	1.3
Homeless	4.4
Migrant	2
Socioeconomically Disadvantaged	79.3
Students with Disabilities	13.1

A. Conditions of Learning

State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	85.71	72.1	84.74	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.17	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.76	3	3.52	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1	1.17	11953.1	4.28
Unknown/Incomplete/NA	2	9.52	8	9.39	15831.9	5.67
<b>Total Teaching Positions</b>	<b>21</b>	<b>100</b>	<b>85.1</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.7	75.44	71.7	80.74	231142.4	83.24
Intern Credential Holders Properly Assigned	3	13.54	9	10.13	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.51	3	3.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.94	3.6	4.12	11746.9	4.23
Unknown/Incomplete/NA	1	4.51	1.4	1.62	14303.8	5.15
<b>Total Teaching Positions</b>	<b>22.1</b>	<b>100</b>	<b>88.8</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23	74.01	74.3	79.87	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	4	12.99	8	8.59	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	8.66	6.9	7.51	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.1	1.22	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	4.33	2.6	2.79	13705.8	4.91
<b>Total Teaching Positions</b>	27	100	93	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	1	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	0

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.1	0

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

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

Textbooks and core instructional curriculum throughout the district align to the California State Standards. Instructional materials for history-social studies and science have been updated to align to the most recent content area standards and are available to all teachers and students. One-to-one computing in our district allows every student access to instructional materials exclusively available in a digital format.

Year and month in which the data were collected

December 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance- 2022 program	0
<b>Mathematics</b>	Eureka Math-Eureka Math Squared - 2022	0
<b>Science</b>	Mystery Science	0
<b>History-Social Science</b>	Benchmark Advance- 2022 program	0
<b>Foreign Language</b>	Benchmark ELD 2022 program	0

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

## School Facility Conditions and Planned Improvements

Preventive maintenance is on-going to maintain the site's condition. Any areas rated poor are addressed in our master facilities plan. Systems and Cleanliness receive low ratings in Mechanical/HVAC and overall cleanliness ratings.

Year and month of the most recent FIT report

December 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC in Multipurpose room rated as a deficit.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Indication of pest infestation.
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof rated as deficit.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground is in need of fixing and sealing

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	24	22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)	17	19	16	17	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	223	220	98.65	1.35	24.09
<b>Female</b>	98	97	98.98	1.02	29.90
<b>Male</b>	125	123	98.40	1.60	19.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	117	115	98.29	1.71	19.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	87	86	98.85	1.15	27.91
<b>English Learners</b>	46	45	97.83	2.17	4.44
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	7.69
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	179	176	98.32	1.68	23.30
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	31	100.00	0.00	0.00

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	223	219	98.21	1.79	19.18
<b>Female</b>	98	97	98.98	1.02	14.43
<b>Male</b>	125	122	97.60	2.40	22.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	117	115	98.29	1.71	13.91
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	87	85	97.70	2.30	24.71
<b>English Learners</b>	46	45	97.83	2.17	2.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	7.69
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	179	176	98.32	1.68	17.05
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	30	96.77	3.23	0.00

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	9.33	19.3	11.81	18.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	58	96.67	3.33	18.97
Female	29	28	96.55	3.45	21.43
Male	31	30	96.77	3.23	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	31	93.94	6.06	16.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	22.73
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	45	95.74	4.26	17.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Metteer encourages all parents to become actively involved in their child's education. We invite parents to volunteer in the classrooms, accompany classes on field trips, and share their special skills and abilities at school. We encouraged parents to attend in-person conferences and join us for our celebrations. Metteer encourages parents to be actively involved in their child's education. We encourage them to attend parent-teacher conferences and other meetings online via Zoom, over the phone, and in person. Important dates and events are promoted on our school bulletin boards, website, broadcast on Parent Square, sent via DoJo, and/or posted on our school marquee. We listen to parents' concerns and solicit their ideas for improvement through surveys and committee input. We respond by offering education, support, and professional development in areas that are of great concern to them and align with district and site goals.

We have several committees that provide opportunities for parent involvement, including the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the Metteer School Site Council (SSC), District Advisory Committee (DAC), and the Metteer Booster Club. These committees and councils meet on a regular basis throughout the year and are responsible for informing and supporting the educational goals and priorities of Metteer School. ELAC and DELAC are comprised of our Hispanic/Latino parent stakeholder group. Site Council (SSC). SSC develops the Single Plan for Student Achievement, a document that ties federal funds expenditures from Title I to academic progress, positive school climate, and parent engagement. DAC reviews district and site-wide data and helps provide feedback that informs educational plans and programs, as part of the LCAP (Local Control Accountability Plan) stakeholder mandate. The Metteer Booster Club meets monthly and organizes events and fundraisers that are designed to increase family involvement, student engagement, and school connectedness. These committees are a main source of parent involvement at Metteer.

For more information on how to become involved, contact Brandie Stone, Principal, at (530) 527-9015.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	487	62	12.7
Female	233	227	27	11.9
Male	267	260	35	13.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	246	23	9.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	28	7	25.0
White	191	187	26	13.9
English Learners	103	97	6	6.2
Foster Youth	12	12	1	8.3
Homeless	41	39	10	25.6
Socioeconomically Disadvantaged	407	397	51	12.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	71	17	23.9

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.44	4.07	3.8	9.18	9.16	12.63	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.19	0	0	0.1	0	0.05	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.80	0.00
Female	1.29	0.00
Male	5.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	6.81	0.00
English Learners	0.97	0.00
Foster Youth	0.00	0.00
Homeless	2.44	0.00
Socioeconomically Disadvantaged	3.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

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

## 2025-26 School Safety Plan

To keep children safe, our school must be prepared to respond to a range of challenges, including natural disasters, procedures for dealing with man-made hazards and behavior issues. These policies and intentional instruction in behavior establish positive connections to help promote a safe learning environment. They are an important part of the school's comprehensive safety plan.

The Comprehensive School Safety Plan (CSSP) is a key component of school safety and required by state law. Every year, the CSSP is reviewed and updated with the school site council or safety planning committee and in consultation with a law enforcement agency or other first responders. Key elements of the CSSP include strategies to create and maintain a positive school climate and promote school safety, including procedures for a range of emergencies. Drills are practiced and training is ongoing throughout the year.

District-wide we are committed to Positive Behavioral Interventions and Supports (PBIS) to address behavior and social emotional development of students to maintain safe learning environments for all. Teams annually evaluate and monitor the implementation of PBIS and social emotional learning instruction and data to identify safety plan goals. Safety plans are readily available to the public and can be accessed at the school's office or website. Date plan was last reviewed, updated and discussed by staff on Jan 6, 2026.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	2	1
1	24	0	1	0
2	21	2	2	0
3	21	0	3	0
4	33	0	2	1
5	24	0	3	0
6	0	0	0	0
Other	16	2	2	0

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	23	0	3	0
2	18	3	1	0
3	20	2	2	0
4	22	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	9	2	0	0

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

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	19	1	0	0
K	22		3	0
1	25		3	0
2	20	1	2	0
3	25		3	0
4	30		2	0
5	25		2	0
6				0
Other	14	4	1	0

### 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.3

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,940	\$2,931	\$8,009	\$67,188
<b>District</b>	N/A	N/A	\$7,739	\$78,765
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.4	-5.1
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.4	-33.4

## Fiscal Year 2024-25 Types of Services Funded

The district's general fund includes funding for:

- General Operations: salaries, benefits, services, and materials
- Special Education: programs offering appropriate, individualized instruction to students with special needs
- Transportation
- Maintenance and Operations
- Special Projects: any monies from agencies (federal or state) earmarked for specific programs, projects or services

Each school receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with bargaining units, and guidelines of outside funding sources. The School Site Council (SSC) meets approximately once a month to develop, implement, monitor, and evaluate the school plan for student achievement. School plans align with the district's Local Control Accountability Plan (LCAP). Parent representatives are elected to the School Site Council and serve two year terms. All parents are welcome and encouraged to attend these meetings to learn more about our school funding and academic goals. The DAC is a district-wide committee with various representatives including parents.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,579	\$61,516
Mid-Range Teacher Salary	\$75,082	\$95,479
Highest Teacher Salary	\$108,811	\$125,208
Average Principal Salary (Elementary)	\$122,948	\$152,668
Average Principal Salary (Middle)	\$138,995	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$185,596	\$242,781
Percent of Budget for Teacher Salaries	25.98%	29.76%
Percent of Budget for Administrative Salaries	5.37%	5.74%

Professional Development

Professional development and collaboration are important aspects for continual improvement for all students and staff. Three full days are dedicated to professional learning or "inservice," which occur when students are not in attendance. Every Wednesday is an early dismissal day for students. During these afternoons teachers have both planning and collaboration time free from disruption. In addition to this time, once a week, teachers collaborate in grade level Professional Learning Communities (PLC) utilizing the PLC process and the data analysis protocol to support teaching and learning. The PLC time occurs during the school day, while students attend specials classes such as PE, Art or STEM.

Professional development is delivered through workshop sessions, instructional coaching, and individual mentoring. New teachers attend orientation and curriculum training prior to the start of the school year. Instructional coaches provide job embedded professional learning and coaching cycles focused on student learning. New teachers are assigned a mentor as part of induction or as part of our district's "buddy mentor" program for teachers not yet eligible for induction.

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

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