Douglas City Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Douglas City Elementary School
Street	100 School Rd.
City, State, Zip	Douglas City, CA 96024-0280
Phone Number	(530) 623-6350
Principal	Shannon Ross
Email Address	sross@dcesd.org
School Website	www.dcesd.org
Grade Span	TK-8
County-District-School (CDS) Code	53716966053722

2025-26 District Contact Information

District Name	Douglas City Elementary School District
Phone Number	(530) 623-6350
Superintendent	Shannon Ross
Email Address	sross@dcesd.org
District Website	www.dcesd.org

2025-26 School Description and Mission Statement

Douglas City School District is a single-school district located in Trinity County, California, serving approximately 155 students in grades Transitional Kindergarten through grade eight. The District encompasses approximately 125 square miles of mountainous terrain characterized by scattered residences, no local industry, and a limited number of small businesses.

Douglas City Elementary School is staffed by a Superintendent/Principal; two administrative secretaries; a business manager; nine full-time certificated classroom teachers; a special education teacher; a part-time intervention teacher; a part-time physical education teacher; and instructional aides for Spanish, music, art, and technology. Additional support staff include ten classroom aides, two special education aides, two bus/van drivers, two part-time custodians, a maintenance/transportation

2025-26 School Description and Mission Statement

supervisor, a cook, and a cook's assistant. The After School Program is staffed by a site coordinator and five instructional assistants.

The administrative team works collaboratively with the Governing Board, staff, and parents to ensure a positive and supportive school environment. Parents are actively involved through participation in the Parent Advisory Committee and Booster Club and regularly volunteer to support school activities and programs.

Douglas City School District is committed to excellence and high levels of student achievement. The District's goal is for all students to meet or exceed state academic performance standards. Its vision is to develop lifelong learners equipped with the knowledge and skills necessary to participate fully as productive citizens in the twenty-first century. The District strives to provide a safe, clean, drug-free, nurturing, and technologically current learning environment in which every student is valued and supported to succeed. The District is committed to implementing high-quality, research-based instructional programs that promote student learning, achievement, and self-worth.

Student discipline is primarily managed by classroom teachers or instructional aides in accordance with District policies and is referred to the Principal when necessary. Parents are kept informed of student behavior concerns, and their collaboration is sought in developing and implementing strategies to support positive behavior changes. The school counselor and wellness liaison provide services to whole classes, small groups, and individual students to support the development of personal, social, and behavioral skills.

Douglas City Elementary School is committed to maintaining a safe, orderly, and respectful learning environment. At the beginning of each school year, students and parents receive a handbook outlining school programs, rules, and behavioral expectations. Staff members utilize a team-based approach to instruction and discipline, ensuring that all students are supported by all staff members regardless of classroom assignment. High expectations for success are held for every student. Strong home-to-school communication is maintained through written correspondence, phone calls, email, messaging applications, conferences, and newsletters.

Programs and practices that promote a positive learning environment at Douglas City Elementary School include:
- School-wide morning school greeting/Pledge of Allegiance
- Positive and consistent behavior expectations
- A rigorous and engaging curriculum
- Sports program (volleyball, basketball, cheerleading, track, cross country, archery, unicycling, mountain biking)
- Classroom field trips
- Honor Roll
- Citizenship Awards
- 6th-8th Grade Electives
- TK/K & 8th Community Service Garden Project @DC Store
- Middle School Citizen Science Project
- Special assemblies
- Buddy activities
- Readers of the Trimester Dinner with the Superintendent
- School-wide music and drama productions
- Spanish instruction
- Technology instruction for all grades
- Club Live/TUPE Program
- MathCounts
- After School Intervention Program
- Visual & Performing Arts instruction offered
- Monthly classroom newsletters
- Student Success Teams
- After School Program
- Attendance incentives-music and popcorn
- Wednesday spirit days
- ASES Community Service Project
- Friday music day during recesses

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	17
Grade 2	16
Grade 3	20
Grade 4	23
Grade 5	14
Grade 6	19
Grade 7	16
Grade 8	19
Total Enrollment	162

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	6.2
Asian	9.9
Black or African American	1.9
Hispanic or Latino	7.4
Two or More Races	7.4
White	67.3
English Learners	9.3
Foster Youth	0.6
Homeless	8
Socioeconomically Disadvantaged	51.2
Students with Disabilities	15.4

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)	11.3	100	11.3	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	11.3	100	11.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	100	11.1	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	11.1	100	11.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	100	11.1	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	11.1	100	11.1	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

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

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

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

Year and month in which the data were collected	12/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education, CA (K-2) Adopted 2017 National Geographic, CA (3-5) Adopted 2017 California Collections (6-8) Adopted 2017	0%
Mathematics	Everyday Mathematics (K-5) Adopted 2015 College Preparatory Mathematics (6-8) Adopted 2014	0%
Science	Building Blocks of Science Adopted 2020 STEMscopes(6-8) Adopted 2020	0%
History-Social Science	myWorld Interactive (K-5) Pearson California History-Social Science (6-8) Adopted 2024	0%
Foreign Language		0%
Health	Standards-based curricula aligned with the California Healthy Youth Act	0%
Visual and Performing Arts	Variety of standards-based curricula	0%

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

School Facility Conditions and Planned Improvements

Douglas City Elementary School facilities are modern, well-lit, well-ventilated, well-equipped, and fully compliant with the Americans with Disabilities Act (ADA). The majority of the school buildings were constructed within the past 25 years. The campus includes eleven classrooms, a multipurpose room with kitchen, an office and staff preparation area, a large storage facility, and a bus garage.

The playground is spacious and features basketball courts, tetherball courts, pickleball courts, and volleyball courts. A well-maintained track surrounds a large grass field used for soccer, football, and softball. A six-foot cyclone fence encloses the entire playground area.

School facilities and playgrounds are inspected monthly to ensure a safe and secure environment for students. In addition, a representative from the North California Schools Insurance Group conducts a comprehensive inspection of the District every two years to identify and address any potential safety concerns. The District employs two part-time custodians, providing a combined total of nine hours of custodial service per day, as well as a part-time maintenance supervisor.

The District maintains an active Safety Committee composed of the administrator, teachers, classified employees, and parents. The Safety Committee meets approximately five times per year and establishes annual goals related to both the physical and social-emotional safety of the school environment. Additionally, the Superintendent participates monthly in a countywide Safe Schools Collaborative that includes county office personnel, school staff, county agencies, and law enforcement.

Douglas City School is committed to providing a safe, clean, drug-free, nurturing, and technologically current learning environment in which every student is valued and supported to achieve success. The school provides individual Chromebooks for all students in grades TK–8 and offers an After School Program that operates daily until 5:30 p.m.

New playground equipment was installed in the summer of 2010.
The roof over the kitchen portion of the multi -purpose room building was replaced in 2011 along with the installation of a new heating/air conditioning system for the cafeteria/gym. The roof over the shed and the office were replaced in 2016.
Carpeting was replaced in room 2 and room 12 in summer of 2016 and in rooms 1, 9 and Special Education in summer of 2017. Room 4 and the computer lab had carpet replaced summer of 2018. Office carpet was replaced summer of 2019.
Administrative office and playground side of buildings were painted in summer of 2016. Rooms 5 and 6 were painted in summer of 2017 as well as backsides of the playground classrooms.   The gym was painted summer of 2018.
New gravel was added to the playground summer of 2016.
The playground blacktop was resurfaced summer of 2017 and the parking lot was resurfaced summer of 2018.
New heat pumps were installed in rooms 8, 9 and the office in spring 2017. Rooms 1-4 and 6 & 7 had new heat pumps installed in summer 2018.
The linoleum in the gym bathrooms was replaced in summer of 2017.
The roof over rooms 1-4, special education room and outside bathrooms was replaced summer of 2020. Gutters on that wing were replaced where needed.
New windows were installed in rooms 8-10 and the office in 2016. In 2021, new windows were installed in rooms 1-4, 5-7, special education and the outside bathrooms.
Safety film on all windows was installed winter of 2021.
The track was leveled and resurfaced with decomposed granite summer 2022.
3 new water filling stations were installed summer 2022.
The bus barn roof was replaced in 2023.
The flooring in the gym bathroom and cafeteria kitchen was replaced in 2024.
The playground, quad, and parking lot were all newly sealed in summer 2024.
The large shade structure was put up on the playground summer 2024.
Picnic tables were purchased for seating outside every classroom in fall 2024.
New HVAC was installed in rooms 1-4 and the kitchen in summer/fall 2025.
A new warming oven, double ovens, stove, serving counter and steam tables were installed in the cafeteria kitchen July 2025.
All classrooms received new chairs and desks in August 2025.
Additional outdoor lighting was installed December 2025.

Year and month of the most recent FIT report	1/2026

School Facility Conditions and Planned Improvements

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	Kitchen roofing needs to be repaired.
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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	70	64	70	47	48
Mathematics (grades 3-8 and 11)	71	66	71	66	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	111	110	99.10	0.90	70.00
Female	54	54	100.00	0.00	87.04
Male	57	56	98.25	1.75	53.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	63.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	90.91
White	71	70	98.59	1.41	67.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	58.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	22.73

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	111	110	99.10	0.90	66.36
Female	54	54	100.00	0.00	79.63
Male	57	56	98.25	1.75	53.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	90.91
White	71	70	98.59	1.41	62.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	9.09

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	52.38	75.76	52.38	75.76	30.73	32.52

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	33	33	100.00	0.00	75.76
Female	18	18	100.00	0.00	94.44
Male	15	15	100.00	0.00	53.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	73.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	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

Douglas City Elementary School actively engages parents through regular communication via phone calls, text messages, newsletters, email, and the school's Facebook page. Parents are encouraged to participate in the Local Control and Accountability Plan (LCAP) Advisory Committee, Parent Advisory Committee, Booster Club meetings, School Board meetings, and parent-teacher conferences. The school also hosts dances, field trips, and a variety of school-sponsored events that promote family engagement and participation.

Douglas City Elementary School values parent involvement as an essential component of student success and encourages families to take an active role in the school program. Parents support student learning by assisting with classroom projects, participating in field trips, contributing to the After School Program, and providing additional classroom support as needed. Parents also serve in leadership roles as members of the Parent Advisory Committee, the Governing Board, and the Booster Club.

Throughout the school year, Douglas City Elementary School schedules numerous activities designed to foster family engagement, including Back-to-School Night, a Winter Program, Family Fun/Science Fair Night, family dances, sporting events, school fundraisers, a school play, and other evening programs. Parents are also invited by classroom teachers to attend student award assemblies and celebrations.

For additional information about opportunities to become involved, parents may contact Shannon Ross, Principal, at (530) 623-6350 or via email at sross@dcesd.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	167	167	10	6.0
Female	84	84	2	2.4
Male	83	83	8	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	1	7.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0
White	112	112	7	6.3
English Learners	15	15	0	0.0
Foster Youth	--	--	--	--
Homeless	14	14	2	14.3
Socioeconomically Disadvantaged	92	92	6	6.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	32	3	9.4

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.14	0	0	1.14	0	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The Douglas City School Comprehensive Safety Plan is reviewed and updated annually. The plan is reviewed and approved by the Parent Advisory Committee and subsequently submitted to the Governing Board for adoption by March 1 of each year. Care is taken to ensure that the plan is practical, realistic, and fully compliant with all applicable federal and state laws as well as Board policies.

The Comprehensive School Safety Plan was most recently reviewed, updated, and discussed with school faculty and the school safety team during November and December 2025. Key components of the plan include monthly safety drills; crisis intervention procedures; emergency evacuation and disaster preparedness protocols; action plans to improve both the physical and social-emotional school environment; emergency contact information; and relevant Board policies.

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	8	2	0	0
1	18	1	0	0
2	18	1	0	0
3	14	1	0	0
4	22	0	1	0
5	15	1	0	0
6	21	0	1	0
Other	62	0	0	2

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	15	1	0	0
1	14	1	0	0
2	11	2	0	0
3	20	1	0	0
4	15	1	0	0
5	20	1	0	0
6	15	1	0	0
Other	60	0	0	2

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
K	11	1		
1	17	1		
2	16	1		
3	20	1		
4	23		1	
5	14	1		
6	19	1		
Other	60			1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.05
Social Worker	
Nurse	.05
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	
Other	.90

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,905	$4,743	$11,162	$71,006
District	N/A	N/A	$11,162	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	0.1	-18.3

Fiscal Year 2024-25 Types of Services Funded

Douglas City School participates in the following programs and supplemental services: Title I, Title II, Title IV, REAP, Expanded Learning Opportunity Program (ELOP), Friday Night Live, Indian Education, Tobacco Use Prevention Education (TUPE) 4-8, and After School Education and Safety.

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	$46,617	$55,248
Mid-Range Teacher Salary	$65,670	$80,746
Highest Teacher Salary	$84,722	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$105,060	$155,954
Percent of Budget for Teacher Salaries	26.4%	25.26%
Percent of Budget for Administrative Salaries	3.3%	6.12%

Professional Development

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	24 full days	24 full days	24 full days