

# Jackson Heights 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>	Jackson Heights Elementary
<b>Street</b>	225 Jackson St
<b>City, State, Zip</b>	Red Bluff, CA, 96080
<b>Phone Number</b>	(530) 527-7150
<b>Principal</b>	Alethea Vazquez, Principal
<b>Email Address</b>	avazquez@rbuesd.org
<b>School Website</b>	www.jackson.rbuesd.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	52-71621-6053631

## 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

Jackson Heights Elementary is a Title 1 Elementary School that enjoys a school population that is economically, as well as multi-culturally, diverse. Our school serves approximately 425, TK-5th grade students, each of whom deserves the best possible educational experience we can provide. We actively promote a comprehensive model of college readiness to all students through a well-defined process for identifying and creating the six exceptional systems of a culture of universal achievement: collaboration, standards alignment, assessment, data analysis and interventions. Our purpose is to cultivate a nurturing environment that empowers all students and staff to thrive in an interconnected world.

The Jackson Heights Elementary School staff is a dedicated group of professionals who share the core belief that every child can succeed and reach his/her full potential. Our role is to provide an academic and behavioral supportive climate to make this possible. The Jackson Heights staff believes that we make the difference by creating an environment where all children can grow, develop and be successful.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	29
Kindergarten	73
Grade 1	66
Grade 2	59
Grade 3	69
Grade 4	64
Grade 5	75
Grade 6	1
Total Enrollment	407

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	2.5
Asian	0.5
Black or African American	0.7
Hispanic or Latino	38.6
Two or More Races	5.4
White	52.1
English Learners	9.6
Foster Youth	0.2
Homeless	0.2
Migrant	0.5
Socioeconomically Disadvantaged	82.6
Students with Disabilities	18.4

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.5	85.37	72.1	84.74	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.17	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3	3.52	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.88	1	1.17	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	9.76	8	9.39	15831.9	5.67
<b>Total Teaching Positions</b>	20.5	100	85.1	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.5	90.7	71.7	80.74	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.65	9	10.13	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3	3.38	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.65	3.6	4.12	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.4	1.62	14303.8	5.15
<b>Total Teaching Positions</b>	21.5	100	88.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21	91.3	74.3	79.87	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1	4.35	8	8.59	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.35	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	0	2.6	2.79	13705.8	4.91
<b>Total Teaching Positions</b>	23	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>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

## 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>	1.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	1	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	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

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 2025

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 - Adopted 2019	0
<b>Mathematics</b>	Eureka Math Squared - Adopted 2019	0
<b>Science</b>	Mystery Science/Benchmark Integrated 2022 - 2019	0
<b>History-Social Science</b>	Benchmark Advanced 2022 Integrated - 2019	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. There are plans construct four new classrooms, a library and staff and student restroom during the 2023. This project is still ongoing. Currently, six portable classrooms and the library have been removed. In 2024, three more portable classrooms will be removed.

Year and month of the most recent FIT report

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Pest or vermin infestation

School Facility Conditions and Planned Improvements				
<b>Electrical</b>			X	Exposed electrical wires, power failure
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Sprinkler heads, obstructed emergency exits
<b>Structural:</b> Structural Damage, Roofs			X	Severe cracks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate			
Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li>1. <b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li>2. <b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li>3. <b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>

## 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)	28	33	22	23	47	48
<b>Mathematics</b> (grades 3-8 and 11)	27	28	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>	213	212	99.53	0.47	33.49
<b>Female</b>	95	94	98.95	1.05	42.55
<b>Male</b>	118	118	100.00	0.00	26.27
<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>	85	84	98.82	1.18	39.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	41.67



<b>White</b>	106	106	100.00	0.00	29.25
<b>English Learners</b>	16	15	93.75	6.25	13.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	179	178	99.44	0.56	33.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	35	100.00	0.00	8.57

## 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>	214	214	100.00	0.00	27.57
<b>Female</b>	95	95	100.00	0.00	23.16
<b>Male</b>	119	119	100.00	0.00	31.09
<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>	86	86	100.00	0.00	26.74
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	25.00
<b>White</b>	106	106	100.00	0.00	28.30
<b>English Learners</b>	16	16	100.00	0.00	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	180	180	100.00	0.00	26.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	36	36	100.00	0.00	13.89

### 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)	18.33	36.11	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	75	75	100.00	0.00	37.33
Female	29	29	100.00	0.00	27.59
Male	46	46	100.00	0.00	43.48
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	43.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	61	100.00	0.00	34.43
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	99	99	100	99	100

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

The success of children depends heavily on the school community, parents, and extended community working together. The benefits of these partnerships are immeasurable. Communication between home and school is regular, two-way, and meaningful. Parents receive weekly updates and/or progress reports from the classroom teacher at least by trimester with up to daily based on students needs, monthly school calendars, weekly calls home, Parent Square messages and newsletters. Official and classroom notices are sent home in English and Spanish. Parent conferences are held twice per year with follow-up meetings as needed. The School Messenger notification system is used regularly to distribute information via phone, email, and text to all families and staff members.

Parents play an integral role in assisting student learning. Parents are provided information regarding how they can foster learning at home, give homework assistance, and provide feedback to teachers. School sponsored workshops are held on a regular basis to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments. Math night, Science Night, family game night, Fiesta Night and many other events are held each year to provide opportunities for families to come learn and have fun together at Jackson Heights.

Parents are welcome in the school and their support and assistance are sought. Parents are full partners in decisions that affect children and families. Open dialogue, both formally and informally, is encouraged through an active School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, and Parent Teacher Club. Lastly, community resources are used to strengthen schools, families, and student learning. Jackson Heights Elementary School works in partnerships with local business and service groups (Baskin Robbins; Rotary; Wal-Mart.) to provide student incentives and rewards for academic and behavioral excellence. Our stakeholder groups meet on a monthly basis.

For more information on how to become more involved, contact Alethea Vazquez, Principal, or Rebecca Vice, Assistant Principal, at (530) 527- 7150.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	457	432	88	20.4
Female	214	200	34	17.0
Male	243	232	54	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	2	18.2
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	172	37	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	23	5	21.7
White	224	220	43	19.5
English Learners	52	46	8	17.4
Foster Youth	--	--	--	--
Homeless	23	18	6	33.3
Socioeconomically Disadvantaged	389	365	81	22.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	92	22	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
7.98	4.41	6.56	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	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	6.56	0.00
Female	0.93	0.00
Male	11.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	7.59	0.00
English Learners	1.92	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	7.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	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 procedures as well as policies, and intentional instruction in behavior and establishing positive connections help to promote a safe learning environment and are part 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 and data is measured and reviewed by our Climate Team and Tier 2 MTSS team. 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 August 2025.

## 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
TK			0	0
K	21	1	3	0
1	22	0	1	0
2	23	0	3	0
3	22	0	3	0
4	21	1	2	0
5	28	0	2	0
6	0	0	0	0
Other	19	2	3	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
TK			0	0
K	21	0	3	0
1	20	2	1	0
2	23	0	3	0
3	21	1	2	0
4	22	0	3	0
5	20	3	0	0
6	0	0	0	0
Other	12	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	20	1	0	0
K	18	3		0
1	20	1	2	0
2	23		2	0
3	24		2	0
4	25		2	0
5	18	1	2	0
6	0	0	0	0
Other	18	4	2	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>	\$11,798	\$3,382	\$8,416	\$72,135
<b>District</b>	N/A	N/A	\$7,739	\$78,765
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.4	2.0
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	-24.5	-26.5

## 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.

## 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. 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