Santa Clara Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Santa Clara Elementary School
Street	20030 E. Telegraph Road
City, State, Zip	Santa Paula, CA 93060
Phone Number	(805) 525-4573
Principal	Kari Skidmore
Email Address	kskidmore@santaclaraesd.org
School Website	www.santaclaraesd.org
County-District-School (CDS) Code	56-72579-6055537

2022-23 District Contact Information

District Name	Santa Clara Elementary School District
Phone Number	(805) 525-4573
Superintendent	Kari Skidmore
Email Address	kskidmore@santaclaraesd.org
District Website Address	www.santaclaraesd.org

2022-23 School Overview

Santa Clara is a single school district, located in Ventura County midway between the cities of Fillmore and Santa Paula on Highway 126. The school is over one hundred years old. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. Santa Clara Elementary is a single school district with fewer than 60 students. The staff is small: one teacher/principal/superintendent, two teachers, two part-time instructional aides, a part-time secretary, custodian, music instructor, art teacher, P.E. teacher, and other contracted services.

School staff is dedicated to providing the kindergarten through sixth grade students with a safe, respectful, and accepting atmosphere where every student can learn. Our balanced curriculum emphasizes basic skills and creativity. The Common Core State Standards direct instruction. We strive to provide all students with the tools and experience to achieve personal excellence in academic learning, critical thinking, self-expression, and citizenship. Student progress is carefully monitored and intervention is provided to individual students as needed.

Santa Clara Elementary School District uses CHAMPS schoolwide, and all staff have been trained in the approach. CHAMPS offers a proactive and positive approach to classroom management by teaching students the expectations for each lesson or activity. Staff focuses on a different character trait each month. Students exhibiting positive character traits are acknowledged at a monthly Student of the Month Assembly.

Mission Statement
Santa Clara Elementary strives to provide a challenging education that fulfills the child's natural desire to learn. We offer a standards-based curriculum taught in multi-grade classrooms. Our school nurtures confident and creative individuals by making art, music and drama an essential part of the learning process. Santa Clara's unique size lends itself to a family-like atmosphere. Collaborative efforts from teachers, parents, staff, and community members encourage students to ask questions, solve problems and make thoughtful decisions in every day life.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	8
Grade 2	7
Grade 3	9
Grade 4	9
Grade 5	8
Grade 6	7
Total Enrollment	55

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.5
Male	45.5
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.6
White	32.7
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	12.7
Students with Disabilities	1.8

A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.40	100.00	2.40	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	2.40	100.00	2.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Santa Clara provides students with State-adopted textbooks. Instructional materials are purchased to support the curriculum. The curriculum is aligned with the State Frameworks and Standards. The Santa Clara School District receives funding for the purchase of textbooks that support the Standards. The school staff evaluates the State-approved textbooks available each year and determines which books would be the most appropriate for our students.

Accelerated Reader books were purchased through Perma-Bound for the Library.

All students in visual and performing arts classes (which include music history, general music, tone chimes, recorders, theater, painting, and drawing) have access to the appropriate textbooks and instructional materials. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

Year and month in which the data were collected	9/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt(K-6) Journeys Adoption Year 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt (K-6) Expressions Adoption Year 2015	Yes	0%
Science	Discovery Education (K-6) Adoption Year 2020	Yes	0%
History-Social Science	Studies Weekly (K-6) Adoption Year 2019	Yes	0%

School Facility Conditions and Planned Improvements

Santa Clara is located on a 1.7-acre site. The school contains one permanent classroom and two relocatable classrooms. The schoolhouse (the permanent classroom) is a historic structure classified by the Ventura County Historical Society as a Historic Landmark. The facilities are used to house a library, kitchen, computer areas, resource area, classrooms, and office area. The schoolhouse serves as a multipurpose room for students to gather, for parents to gather, for program performances, and, on occasion, as an eating area for students.

Procedures are in place regarding campus safety for fire, earthquake, active shooter, and emergency preparedness. Order and safety on campus are a high priority. The school secretary also and an instructional aide serve as the yard supervisors for recess and lunch. The ratio of students to playground supervisors is no more than 28:1. The Santa Clara custodian cleans the rooms every day. He is conscientious and hardworking in maintaining a clean school. The school is regularly inspected for safety. School facilities are regularly maintained and repaired.

The roofs on the schoolhouse and portable classrooms were inspected and maintained in 2022.

The HVACs and lighting were replaced in December of 2017.

The asphalt was repaired and extended in the interior and exterior parking areas in August of 2020.

The asphalt on the play court and basketball court was replaced with concrete in July of 2022.

The exterior of the schoolhouse and portable classrooms was painted in June of 2019. The interior of the schoolhouse was painted in December of 2019.

Year and month of the most recent FIT report	8/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
Interior: Interior Surfaces	X			Interior Surfaces (floors, ceilings, walls, and window casings)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
Electrical	X			Electrical Systems (interior and exterior)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms, Sinks/Drinking Fountains (interior and exterior)
Safety: Fire Safety, Hazardous Materials	X			Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
Structural: Structural Damage, Roofs	X			Structural Condition, Roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows/Doors/Gates/Fences, Playgrounds/School Grounds

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	73	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	70	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	33	100.00	0.00	72.73
Female	20	20	100.00	0.00	75.00
Male	13	13	100.00	0.00	69.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	75.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	33	100.00	0.00	69.70
Female	20	20	100.00	0.00	60.00
Male	13	13	100.00	0.00	84.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	83.33
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	--	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
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	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be partners in their children's education. Parents play a crucial role at Santa Clara through their active participation and involvement. There are two organized parent groups: the School Site Council (SSC) serves as an advisory council, and the Parent Teacher Organization (PTO) raises money and in many other ways supports Santa Clara Elementary and its students. Parents volunteer in classrooms, chaperone on field trips, attend Student of the Month Assemblies, and participate in other school activities and events. Communication is open and ongoing.

For more information on how to become involved, please contact Kari Skidmore, Principal, at 805.525.4573.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	56	56	8	14.3
Female	31	31	4	12.9
Male	25	25	4	16.0
American Indian or Alaska Native	0	0	0	0.0
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	4	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	18	18	4	22.2
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	7	7	1	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	1	1	0	0.0

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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
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

2022-23 School Safety Plan

Santa Clara School acknowledges responsibility to create a learning environment that will allow students to achieve at grade level standards and beyond, develop self-discipline, take responsibility for their actions and learn to work cooperatively with others. To accomplish this, educators maintain high expectations for student behavior and communicate these through a Discipline Plan. The Plan is distributed to the students and parents annually in the Santa Clara Handbook. Severe misbehavior results in a referral to the principal. Suspension from school can be the result of extreme misbehavior. The Board of Education can expel a student for a serious offense. The regulations for suspension and expulsion are explained in the Handbook. The purpose of the discipline policy is to assist students in taking responsibility for their own behavior. School rules are clearly stated and discussed with the students. Rules, rewards, and consequences are enforced fairly and consistently. Except for minor infractions, teachers contact the parents when rules are broken. Classroom disruptions are minimal and student referrals to the principal are rare.

A variety of activities and programs provide Santa Clara students special recognition and fun participation throughout the course of the school year. The emphasis is on positive reinforcement of responsible behavior.

All staff must wear identification badges at all times. All visitors must sign in the school office and receive a volunteer/visitor badge. Volunteers/visitors to the school are asked by school staff to display badges at all times.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2023.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	6	1		
1	9	1		
2	8	1		
3	9	1		
4	8	1		
5	7	1		
6	9	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	1		
1	7	1		
2	9	1		
3	9	1		
4	8	1		
5	8	1		
6	6	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	1		
1	8	1		
2	7	1		
3	9	1		
4	9	1		
5	8	1		
6	7	1		

2021-22 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

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,449	$2,197	$12,646	$62,654
District	N/A	N/A	$12,646	$65,541
Percent Difference - School Site and District	N/A	N/A	0.0	-4.5
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	62.9	-16.7

2021-22 Types of Services Funded

Title II/Improving Teacher Quality
Title VI/REAP Flexibility
Classified Employees Professional Development Block Grant
Low Performing Students Block Grant
LCFF
Special Education
RTI
Speech and Language
Technology
Lunch Program
Student Study Team
6th Grade Council
Parent Teacher Organization
School Site Council
Spelling Bee
Science Fair
Book Fair
Student of the Month
6th Grade Promotion
Band
After School Science Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$55,853	$46,844
Mid-Range Teacher Salary	$79,495	$73,398
Highest Teacher Salary	$99,720	$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary	$123,050	$136,296
Percent of Budget for Teacher Salaries	41%	30%
Percent of Budget for Administrative Salaries		6%

Professional Development

Santa Clara School established kindergarten through sixth grade level standards which are aligned with the State Board of Education standards. Professional development activities were designed to train teachers to provide instruction that will enable students to meet the standards and implement the State educational program. There are three student-free staff development days added to the 180-day school calendar. The focus for the 2021-2022 school year was on the Common Core State Standards, the Smarter Balanced Assessments, Technology and the Next Generation Science Standards (NGSS). In addition, teachers attended workshops offered by the county, professional organizations, and colleges and universities. One hundred percent of the teachers participated in staff development.

For the previous three school years, we had three days each year dedicated to staff and professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3