DeLaveaga Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

School Logo

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.

2023-24 School Contact Information

School Name	DeLaveaga Elementary
Street	1145 Morrissey Blvd.
City, State, Zip	Santa Cruz, CA 95065-1498
Phone Number	(831) 429-3807
Principal	Thien Hua
Email Address	thienhua@sccs.net
School Website	delaveaga.sccs.net
County-District-School (CDS) Code	44698156049886

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	superintendent@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K–5 Spanish Two Way Immersion program (Dos Alas). This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga uses Eureka Math, a curriculum that is well aligned with the Common Core State Standards. In addition to our continued implementation of a school-wide research-based Positive Behavior Interventions and Supports (PBIS) program, we are using elements of the WITS program which assists students in solving both behavioral and academic issues. To further support students with Social Emotional Learning, our school has adopted the Soul Shoppe program which helps students

2023-24 School Description and Mission Statement

become more attuned to their social-emotional needs. In addition to our Eureka math program, we use the Benchmark Workshop language arts program, along with FOSS science. Our Life Lab Science program is a garden-based science program that supplements the FOSS materials.

Academics:
DeLaveaga Elementary is using district and state assessment data to guide instructional improvements for the school year. Staff uses a data-driven approach to identify areas of need and make informed decisions to enhance student learning. The specific areas of focus include differentiated small group instruction, the science of reading, and a comprehensive mathematics program - all essential components for providing a well-rounded education.

Differentiated Small Group Instruction: This approach involves tailoring instruction to meet the diverse needs of students. It allows teachers to provide targeted support and challenge to individual students or small groups based on their abilities and learning styles. Differentiated instruction can be particularly effective in addressing achievement gaps and ensuring that each student receives the appropriate level of challenge and support.

Science of Reading: This refers to evidence-based practices for teaching reading, which are grounded in research on how people learn to read. It emphasizes the importance of phonemic awareness, phonics, vocabulary development, fluency, and comprehension. A strong foundation in the science of reading is crucial for improving literacy outcomes and ensuring that students become proficient readers.

Comprehensive Mathematics Program: A comprehensive mathematics program typically covers a wide range of mathematical concepts and skills, ensuring that students receive a well-rounded math education. This might include a focus on problem-solving, critical thinking, and real-world applications of mathematical concepts. A comprehensive program helps students build a strong mathematical foundation and excel in this subject.

By focusing on these areas, DeLaveaga Elementary is taking important steps to enhance the quality of education and support student success. It's essential for teachers and staff to collaborate, implement evidence-based strategies, and continuously monitor progress to ensure that these initiatives are making a positive impact on student learning. Additionally, ongoing professional development and support for educators can be instrumental in successfully implementing these instructional practices.

Leadership:
Thien Hua is DeLaveaga's principal. Mr. Hua has 12 years of administrative experience and 28 years as an educator.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level team collaboration. Grade level teams meet regularly (up to once a week) to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	86
Grade 2	79
Grade 3	82
Grade 4	79
Grade 5	72
Total Enrollment	488

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.4%
Asian	2.7%
Black or African American	0.8%
Hispanic or Latino	42.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.7%
White	48%
English Learners	19.3%
Foster Youth	0.2%
Homeless	0.2%
Migrant	0.6%
Socioeconomically Disadvantaged	29.5%
Students with Disabilities	12.9%

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)	20.00	89.69	74.80	86.83	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)	1.50	6.73	8.60	10.04	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	0.80	3.59	2.70	3.13	18854.30	6.86
Total Teaching Positions	22.30	100.00	86.20	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)	18.60	87.78	80.00	89.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	12.27	7.50	8.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	21.10	100.00	89.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.50	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	2.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	5.2	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Workshop - Benchmark Education Company Adopted 2019	Yes	0%
Mathematics	Eureka Math Adopted 2016	Yes	0%
Science	FOSS - Delta Education Adopted 2017	Yes	0%
History-Social Science	History & Social Science - Pearson Adopted 2006	Yes	0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements

De Laveaga Elementary School was originally built in 1969 and sits on nearly 10 acres. The campus expanded the parking lot using bond money. Upcoming projects for the campus using bond money include adding shade structures, replacing the HVAC system, improving the technological infrastructure, and removing portable classrooms.

Year and month of the most recent FIT report	November 2023

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			
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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	50	54	54	47	46
Mathematics (grades 3-8 and 11)	39	42	44	46	33	34

2022-23 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	236	235	99.58	0.42	50.21
Female	109	109	100.00	0.00	55.05
Male	127	126	99.21	0.79	46.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	101	100	99.01	0.99	26.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	111	100.00	0.00	70.27
English Learners	37	36	97.30	2.70	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	25.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	45	100.00	0.00	37.78

2022-23 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	236	236	100.00	0.00	42.37
Female	109	109	100.00	0.00	44.95
Male	127	127	100.00	0.00	40.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	101	101	100.00	0.00	19.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	111	111	100.00	0.00	63.96
English Learners	37	37	100.00	0.00	8.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	21.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	45	100.00	0.00	33.33

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. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.08	41.67	40.31	48.62	29.47	30.29

2022-23 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	72	72	100.00	0.00	41.67
Female	21	21	100.00	0.00	42.86
Male	51	51	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	55.88
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	26.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	42.86

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	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.

2023-24 Opportunities for Parental Involvement

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council has five parent representatives who serve two-year terms. The work with the entire committee to develop and approve the school's annual plan and budget. Parents also participate in the English Learner Advisory Committee, which supports our English Learners, and the Parent Teacher Club which helps plan for different enrichment, intervention, and community-building opportunities for our students and provides funding for these purposes. We work together to support our School Vision and Values, and establish a school-wide focus that prepares students to become lifelong learners.

To become more involved, please visit or call the school office at (831) 429-3807.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	499	108	21.6
Female	240	238	55	23.1
Male	262	261	53	20.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	14	13	1	7.7
Black or African American	7	7	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	214	213	51	23.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	23	23	7	30.4
White	235	234	45	19.2
English Learners	97	96	29	30.2
Foster Youth	1	1	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	162	162	42	25.9
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	81	81	17	21.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.40	0.06	0.28	0.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.4	0
Female	0	0
Male	0.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.85	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.47	0

2023-24 School Safety Plan

Accident rates on campus are very low. Staff work together to ensure that the site is safe, clean, and orderly. We hold regular safety meetings, and provide safety information at our staff meetings. In addition, we work with our School Resource Officer to train staff on safety procedures, such as lockdown and evacuation drills. All gates are locked during the school day, and all visitors are required to check in/sign-in with the office and wear a name tag while on campus.

With the direction of our School Safety Committee and input from all parent groups, the Comprehensive Safe School Plan is revised annually. In February 2023, the School Site Council approved our current Safe School Plan, which includes emergency procedures. In addition, key members of the Safety Committee, and Incident Command Team attend annual district-wide training in Emergency Response Guidelines and Disaster Procedures.

Key elements of the Comprehensive School Safety Plan are:
* Goals for Creating a Caring and Connected Community, and a place where All Students and Staff are Safe
* DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in our PBIS - "The Dragon Way."
* Implement and monitor the PBIS behavior expectations and consequences with staff, students, and parents to support more engagement and safe interactions on the playground at recess and lunch.
* Disaster Procedures and Emergency Response Guidelines
* Established Incident Command System

The full Comprehensive School Safety Plan can be viewed on the school and SCCS District Websites.

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.

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	19	2	3	
1	21	2	2	
2	23		3	
3	21	1	2	
4	28		1	
5	29		1	
Other	26		4	

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	22	1	3	
1	21	1	3	
2	16	3	2	
3	21	1	3	
4	19	3	1	
5	17	3	1	

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	23	0	4	0
1	22	2	2	0
2	20	2	2	0
3	21	1	3	0
4	19	4	0	1
5	17	4	1	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	488

2022-23 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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$10,655	$1,404	$9,250	$89719
District	N/A	N/A	$8,457	
Percent Difference - School Site and District	N/A	N/A	9.0	11.6
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	33.5	-15.2

Fiscal Year 2022-23 Types of Services Funded

Our school uses specialized funding to provide extra instruction for students with specific needs. We use state and federal funds to provide additional reading support for students (SIPPS, Lexia, IStation, and RazKids). Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants, music and dance teachers, a Garden Coordinator, and after school enrichment classes.

We fund eight paraeducators who support our school-wide reading and math intervention program. In addition, we also provide after school support for students as a Tier 2 intervention strategy.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

From 2017 to 2023, teachers have participated in monthly after school staff development activities in Integrated ELD, Science, and the use of technology and instructional applications (Lexia, iStation, Zearn, etc.) to improve instruction and student performance, both in person and during Distance Learning. Professional development activities are planned and implemented by the teacher leadership team (SCIL). The focus for 2017-18 was math, in 2018-19 it was Integrated ELD and Content Area

Professional Development

Conversations, and for the 2019-2020 school year, we focused on our newly adopted ELA program, along with science, and the implementation of Google and Seesaw Classrooms. In 2020-21 our focus has been on providing teachers extensive PD in technology related programs and applications to support Distance Learning. These are all site and district PD activities.

In past years, teachers have attended full release day professional development days that were sponsored by our County Office of Education, as well as other professional organizations. All teachers participated in science (FOSS) PD in 2018-2019. In addition, grade level representatives attended a 4-day training on teaching Spanish Language Arts. In 2018-19, a team of teachers attended the CABE Conference in Long Beach. In 2019-2020 all teachers participated in ELA implementation PD, and K-2 teachers were trained in F&P Assessment protocols. During monthly PD/PLC Days, as well as during parts of Staff Meetings, we have provided teachers and sometimes classified staff training in Google and Seesaw Classroom, Lexia, Zearn, iStation, RAZKids, and Heggerty, to name a few. Finally, our Reading Intervention teacher provided targeted PD in the new Reading Assessment - Pioneer Valley that was needed for Distance Learning.

We have provided SEH professional development to both classified and certificated staff. The various training sessions include, but are not limited to: Problem-solving Strategies (WITS), Calming Spaces, Zones of Regulation, Growth Mindset, Mindfulness, and a training in Handle with Care. We also updated our school-wide expectations (Dragon Way) to reflect the Distance Learning aspects of being Respectful, Responsible, Safe, and There and Ready!

Teachers continue to conduct ongoing parent-teacher conferences 3 times per year, to communicate and collaborate with parents to better support their children at school and at home.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7