

DeLaveaga Elementary

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	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

2022-23 District Contact Information

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

2022-23 School Overview

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 Intervention 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 become more attuned to their social-emotional needs. In addition to our Eureka math program, we use the Benchmark

2022-23 School Overview

Workshop language arts program, along with FOSS science. Our Life Lab Science program is a garden-based science program that supplements the FOSS materials.

Major Achievements

DeLaveaga students consistently score well on state-level testing. Student scores in English Language Arts and Mathematics are at or above the state average. Our school has also received the Gold Ribbon Award from the State of California Department of Education for our Response to Intervention Program that supports students in both English and Spanish.

DeLaveaga has an active Parent Teacher Club (PTC) that raises more than \$90,000 annually to support classroom learning. The PTC provides additional music/dance instruction for kindergarten through third grade as well as stipends for our teachers to facilitate a student council. All students receive weekly art instruction and access to hands-on science instruction in the Life Lab funded by a district parcel tax. Students in third through fifth grade receive music instruction weekly through the District's program.

The Biliteracy Award, which recognizes language proficiency in both Spanish and English, is awarded to a number of our 5th graders each year.

Focus for Improvement

Classroom teachers evaluate students' literacy and mathematics skills regularly. This information helps identify which students require additional services during the school day or after school (Reading, Math, and other intervention support). English Learners received extra support toward developing proficiency in reading, writing, listening and speaking.

Students in grades three through five also take the State SBAC test. This assessment provides a statewide measure of school progress. DeLaveaga students consistently perform well on state standardized tests and on local measures of student achievement.

Our focus is on supporting students' proficiency in writing and math as we implement the Common Core State Standards.

Leadership

Thien Hua is DeLaveaga's principal. Prior to coming to DeLaveaga, Mr. Hua was the Principal at Southgate Elementary School for two years and has over 10 years of administrative experience and 27 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	83
Grade 2	80
Grade 3	82
Grade 4	76
Grade 5	67
Total Enrollment	475

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.4
Asian	3.6
Black or African American	1.3
Filipino	0.0
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.9
White	50.1
English Learners	19.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.8
Socioeconomically Disadvantaged	32.0
Students with Disabilities	10.7

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

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)	5.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

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

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 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	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 2022
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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			

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	52	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	44	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	224	223	99.55	0.45	51.57
Female	104	104	100.00	0.00	64.42
Male	120	119	99.17	0.83	40.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	91	91	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	116	115	99.14	0.86	73.04
English Learners	43	43	100.00	0.00	4.65
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	59	59	100.00	0.00	25.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00	0.00	27.03

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	224	223	99.55	0.45	39.46
Female	104	104	100.00	0.00	41.35
Male	120	119	99.17	0.83	37.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	91	91	100.00	0.00	16.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	116	115	99.14	0.86	56.52
English Learners	43	43	100.00	0.00	4.65
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	59	59	100.00	0.00	16.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00	0.00	18.92

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)	NT	43.08	NT	40.31	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	66	65	98.48	1.52	43.08
Female	31	31	100	0	51.61
Male	35	34	97.14	2.86	35.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100	0	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	57.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	26.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100	0	7.69

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	98%	97%	97%	97%	97%

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

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council approves 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 call or visit the school office at (831) 429-3807.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	486	94	19.3
Female	241	241	42	17.4
Male	245	245	52	21.2
American Indian or Alaska Native	2	2	0	0.0
Asian	18	18	2	11.1
Black or African American	6	6	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	202	202	57	28.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	3	21.4
White	241	241	30	12.4
English Learners	100	100	30	30.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	163	163	54	33.1
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	68	68	18	26.5

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 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	0.37	0.44	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	0.06	0.28	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

Accident rates on campus are very low. The staff works 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 expected 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 2022, 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 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.

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	23		5	
1	22	1	3	
2	22		3	
3	22	1	2	
4	32		1	
5	28		2	
Other	27		4	

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	

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	475

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)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
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	\$9,885	\$1,328	\$8,556	\$92,411
District	N/A	N/A	\$7,989	
Percent Difference - School Site and District	N/A	N/A	6.9	11.6
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	25.9	-15.2

2021-22 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.

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		
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 2022, 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 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 CAFE 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4-5	6	7