

San Altos Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



SAN ALTOS

ELEMENTARY SCHOOL

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	San Altos Elementary School
Street	1750 Madera St.
City, State, Zip	Lemon Grove, CA 91945-2515
Phone Number	619-825-5621
Principal	Steve Goldberg
Email Address	sgoldberg@lemongrovesd.net
School Website	https://sae.lemongrovesd.net/
County-District-School (CDS) Code	37 682056038657

2022-23 District Contact Information

District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
District Website Address	https://www.lemongrovesd.net/

2022-23 School Overview

At San Altos, we are both excited and honored for the opportunity to serve our 334 Lemon Grove learners. San Altos Elementary is a Kindergarten through 6th Grade elementary school, including three Kindergarten through 6th Grade Special Day Classrooms.

At San Altos, it is our vision to develop caring, open-minded individuals who have the knowledge and confidence to meaningfully contribute to the betterment of our society. Our school's mission is to lead with love and understanding. Together we advocate, celebrate, and empower our students and community in pursuit of their fullest potential through academic support, character development, and culturally responsive practices. In alignment with both our mission and vision, our goals at San Altos are to provide every student with the necessary academic and social-emotional skills to navigate and thrive as they continue to their next level of education and beyond. Within each classroom, students will receive rigorous grade level instruction that has been scaffolded and differentiated to meet their individual needs.

San Altos is developing a school culture that fosters school connectedness and inclusion, recognizing that there are multifaceted learning strengths that are as unique as every single student. We are focused on developing a feeling of belonging among our students by beautifying our campus with murals and school gardens, as well as by developing "calming spaces" for our students both in and out of the classroom on campus. We are committed to developing students who uphold the following San Altos Coyote Core Values: Courageous, Principled, Balanced, Caring, Reflective, Critical Thinker and Open Minded. Each month we focus on discussing one core value with our students and celebrating them at a monthly school assembly.

We are also committed to a specific focus on foundational skills at each grade level, including the cognitive processes that students advance through in reading, writing and math to acquire a new skill. Our focus in academics this year are to develop

2022-23 School Overview

our Multi-Tiered Systems of Support, focusing especially on providing all students with excellent Tier I Instruction. We believe that every student has individualized learning needs that must be met. Additionally, emphasis is placed on supporting and encouraging students to build their personal identities as we develop our capacity as a site to deliver Culturally and Historically Responsive Teaching. Our commitment is to facilitate learning that allows them to find and use their voice and identity, understanding this as a bedrock to learning and growing. Every student has a right to feel safe and engaged at San Altos, it is our responsibility to ensure it. We will continue to come together to celebrate our successes and work persistently adjusting systems that are not supportive to all of our students and families.

We believe that shared intention, purpose and communication are key foundational components to build meaningful relationships and trust between students, families and staff. Our school's academic achievement will continue to grow as a result. Some of the ways in which we integrate this philosophy into action is through the weekly school newsletter, our monthly Friday Flag Assemblies, both school and teacher Class Dojo sites, the San Altos website, social media, frequent flyers, the San Altos PTA, Coffee with the Principal, Coyote Pack Shout-Outs and AMP Collaborative time for all teachers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	49
Grade 2	52
Grade 3	45
Grade 4	41
Grade 5	49
Grade 6	43
Total Enrollment	333

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	1.2
Asian	7.2
Black or African American	13.8
Filipino	1.5
Hispanic or Latino	61.0
Native Hawaiian or Pacific Islander	1.5
Two or More Races	5.7
White	7.2
English Learners	15.0
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	63.4
Students with Disabilities	18.6

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)	11.00	84.62	124.20	85.43	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	0.40	0.33	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	2.00	15.38	20.70	14.23	18854.30	6.86
Total Teaching Positions	13.00	100.00	145.40	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)	14.10	83.34	127.20	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.40	2.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.50	2.36	11953.10	4.28
Unknown	2.80	16.66	15.50	10.27	15831.90	5.67
Total Teaching Positions	16.90	100.00	151.40	100.00	279044.80	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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)	0.00	0.00
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	0.00

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

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018)	Yes	0
Mathematics	K-6 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	K-5 Harcourt (2008) 6 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2007) 6 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements

The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. The Maintenance Department has established preventative maintenance programs, such as Bi-weekly site inspections, equipment inspections and timely completion of work orders to ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

Year and month of the most recent FIT report 11/22/22

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		Damaged stucco and fascia scheduled to be repaired by maintenance.
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	33	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	21	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	179	172	96.09	3.91	32.56
Female	84	79	94.05	5.95	35.44
Male	95	93	97.89	2.11	30.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	27	93.10	6.90	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	102	98	96.08	3.92	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	58.82
White	--	--	--	--	--
English Learners	37	34	91.89	8.11	5.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	1.71	29.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	34	97.14	2.86	5.88

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	179	173	96.65	3.35	22.81
Female	84	79	94.05	5.95	17.72
Male	95	94	98.95	1.05	27.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	27	93.10	6.90	14.81
Filipino	--	--	--	--	--
Hispanic or Latino	102	100	98.04	1.96	23.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	46.67
White	--	--	--	--	--
English Learners	37	36	97.30	2.70	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	1.71	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	35	34	97.14	2.86	8.82

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	27.66	--	20.33	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	47	47	100	0	27.66
Female	18	18	100	0	33.33
Male	29	29	100	0	24.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100	0	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100	0	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100	0	30.3
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	94%	94%	90%	90%	90%

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

Our San Altos families are vital partners to the success of our students. Opportunities to become involved in school activities include: classroom and office volunteers, PTA activities, parent and family workshops, monthly assemblies, book fairs, guest readers, and a host of other family friendly activities.

San Altos Elementary has developed a Parent and Family Engagement Plan for the 2022-2023 school year. Through this plan, we have developed objectives and focuses for how to involve our families as partners in learning for our students, and meaningful collaborators on our campus. This plan outlines the events we will hold on campus for families throughout the year, as well as the opportunities we will have for our families to give meaningful feedback and engage in discussions, not only with our site administration but also with each other.

A critical component of this Parent and Family Engagement Plan is our Parent Volunteer Coordinator (PVC), who is on site five days a week. The key responsibilities for our PVC is to build connections with our families, create and coordinate opportunities for them to volunteer on our campus and create a space where families can participate in meetings, workshops and events to be part of our parent community.

There is an active Parent Teacher Association assisting the school with fundraising activities, school to home communications, and various other programs for parents and students. The PTA Board also serves as liaison with the school community through newsletters and needs assessment surveys that encourage parent input about our school programs.

The School Site Council, consisting of staff members, community members and parents, is involved in the planning, development, implementation, evaluation and modification of the School Plan for Student Achievement. Parental involvement is expected and appreciated.

The English Learner Advisory Committee consists of staff members and parents of Multilingual Learners. This committee is involved in advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

In alignment with Local Control, parents are partners in the decision-making process and are also involved in the District

2022-23 Opportunities for Parental Involvement

Advisory Committee sessions, Community Circle events and Coffee with the Principal. These various collaboration activities allow families an opportunity to provide input about the school's initiatives, culture and climate and Title I programs.

Teachers are also the beneficiaries of parental support, given the number of parent volunteers who assist in the classroom. Teachers and parents are given opportunities to meet and collaborate as partners in learning during Parent Conferences and family events such as Culturally and Historically Responsive Teaching Showcases and Author's Night.

Volunteers adhere to district and school volunteer policies and protocols. Some of the supports offered by these volunteers include: 1) supporting students' learning; 2) helping to prepare classroom instructional materials; 3) representing parents' interests on the school site council (SSC); and 4) meeting monthly to ensure the academic success of all English learner students via the school English Learner Advisory Committee (ELAC), as well as District English Learner Advisory Committee (DELAC), to name a few. Parents/guardians are invited to contact the school if interested in volunteering or serving on a committee.

San Altos staff works with the District Parent Liaison to host and provide information on free workshops that support parents and families within our community. Understanding that working families need to be connected with school activities, San Altos sends out weekly newsletters, regular updates on our School Class Dojo, Infinite Campus messenger automatic calls and texts, as well as flyers. All Information shared with families is also posted on our school marquee and our school website, which can be accessed in several languages to meet the needs of our culturally diverse population. We also maintain communication with families via Class Dojo which allows us to communicate with individual families, classes and the whole school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	361	175	48.5
Female	172	161	80	49.7
Male	210	200	95	47.5
American Indian or Alaska Native	4	4	1	25.0
Asian	25	25	5	20.0
Black or African American	53	48	23	47.9
Filipino	6	6	1	16.7
Hispanic or Latino	226	218	121	55.5
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	27	24	9	37.5
White	33	28	11	39.3
English Learners	68	66	30	45.5
Foster Youth	0	0	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	241	229	116	50.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	78	45	57.7

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	1.74	2.03	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	3.66	0.00	3.34	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	3.66	0.00
Female	2.33	0.00
Male	4.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.00	0.00
Black or African American	3.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	3.03	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.30	0.00

2022-23 School Safety Plan

At San Altos, we believe in “Safety First.” Emergency plans are reviewed frequently. Annual training procedures and drills follow mandated guidelines. Trainings are held for all members of the staff, including teachers and playground supervisors to ensure that all members of our school team are fully equipped to handle any emergency. Our School Safety Committee meets throughout the year to develop and deliver presentations to staff, review data as it pertains to School Safety, provide input and feedback on the development of the School Safety Plan, and to debrief on our drills to develop even stronger practices when preparing for true emergencies.

Our Comprehensive School Safety Plan includes policies, emergency and disaster procedures, analysis of school safety data, action plans to address safety, and school-to-home communication related to school safety. The goals within our School Safety Plan are aligned with our School Plan for Student Achievement and focus on developing a greater sense of emotional safety for our students, as well as a safe and orderly school environment. We are ensuring a sense of school connectedness for all students through our use of Positive Behavioral Interventions and Supports and Restorative Practices, as well as creating a safe and orderly school environment through the hiring and training of our Campus Playground Assistants, the training of all staff on school procedures and routines, and the development of our School Crisis Team.

The School Safety Plan was reviewed in the Fall of 2022 with guidance from our District’s Safety Coordinator and the San Altos Safety Committee. The plan was revised in November 2022 and was reviewed by the Staff and the School Site Council in December, 2022. In addition, monthly fire and emergency drills foster student and staff awareness of the procedures and ensure everyone’s safety. During disaster drills, we rehearse the process to be followed in an actual disaster, including triage, student release system, and search and rescue.

Our site follows strict protocols with visitors to ensure the safety of our school. Everyone who volunteers on our campus or field trips will be required to undergo Megan’s Law clearance as well as sign a district Volunteer Code of Conduct and a Volunteer orientation. Visitors to our campus enter campus through the office, check in through our “computer sign-in” system and wear a badge indicating this. Every effort is made at San Altos to ensure that we have a safe school environment. A copy of the

2022-23 School Safety Plan

School Safety Plan is kept at the school office and the Lemon Grove School District office and is available for review.

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	18	2	2	
1	22		2	
2	20	1	1	
3	19	1	2	
4	20	2		
5	21	1	1	
6	21	1	1	
Other	10	3		

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	14	1	1	
1	21	1	1	
2	19	1	1	
3	19	1	1	
4	24		2	
5	21	1	1	
6	20	1	1	
Other	11	2		

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	11	4	1	
1	13	2	2	
2	17	1	2	
3	12	3	1	
4	14	3		
5	16	1	2	
6	22		2	

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	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	1.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach 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	13155.42	5961.10	7194.32	62414.60
District	N/A	N/A	11970.72	\$78,886
Percent Difference - School Site and District	N/A	N/A	-49.8	6.6
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-40.6	9.2

2021-22 Types of Services Funded

In order to help our students succeed, our school offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. Our district and school site is dedicated to providing services at the Tier I, Tier II and Tier III levels.

These activities included:

Tier I

- Implementation of teaching strategies developed during our collaborative planning time
- Restructuring of Curriculum to be Culturally and Historically Responsive
- TK-2nd grade students using the ST Math program
- Focused daily SEL Instruction
- iReady Math and Reading adaptable software
- PBIS Practices (Coyote Bucks, Coyote Store)
- English Learner support through daily Integrated and Designated ELD Instruction

Tier II

- "Push In" support provided by onsite support teacher
- Paraprofessional support in classrooms
- Small group leveled reading for grades K-6
- Implementation of interventions collaboratively developed with instructional coach
- Reading supports for students K-8 that are not yet proficient

Tier III

- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance (provided virtually during Virtual Learning)

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	\$57,325	\$51,591
Mid-Range Teacher Salary	\$76,256	\$79,620
Highest Teacher Salary	\$108,851	\$104,866
Average Principal Salary (Elementary)	\$124,882	\$131,473
Average Principal Salary (Middle)	\$116,585	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$194,963	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

At San Altos, we believe that professional growth is necessary to ensure continued student growth and achievement. All teaching staff understand and are committed to the expectation that participation in district and site sponsored professional learning is key to student achievement. Teachers and administrators are actively involved in professional development activities at the site and district level and work collaboratively to provide just-in-time, job embedded and foundational level opportunities. All of our work will include specific focus on our beliefs about students and how they learn, our instructional strategies and our content knowledge.

At San Altos, teachers have multiple venues for engaging in professional development. Every three weeks, teachers are able to collaboratively plan and engage in cycles of inquiry while being guided by our instructional coach. All teachers engage in Coaching Cycles with our Instructional Coach throughout the year. San Altos also has monthly site professional development trainings, which focus on our goals of increasing our knowledge and use of Restorative Practices, developing our understanding and implementation of Culturally and Historically Responsive teaching practices, and deepening our understanding of excellent Tier I teaching practices to support all students. Additionally, our teaching staff is being trained in Cognitively Guided Instruction and participates in both half-day and full-day trainings throughout the school year. San Altos Elementary staff also participate in district-led monthly professional development trainings, which focus on collaboratively analyzing our sitewide Academic and SEL data, refining our Culturally and Historically Responsive Teaching Practices and supporting our students academically and socio-emotionally.

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	68	94	99