

McKinley Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	McKinley Elementary School
Street	110 Ellis Street
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 778-4750
Principal	Latricia Donahue
Email Address	ldonahue@petk12.org
School Website	https://www.petalumacityschools.org/mckinley
Grade Span	K-6
County-District-School (CDS) Code	49708546051965

2025-26 District Contact Information

District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

Founded in 1912, McKinley School is a TK - 8th-grade school. The TK - the 6th-grade program has approximately 385 students and the 7th and 8th-grade program has approximately 125 students, giving the campus a total of approximately 510 students. As Mustangs, we believe in safe, inclusive, and equitable spaces where every learner feels respected and valued. We believe teaching is an act of service, rooted in positive relationships, compassion, and connection. We encourage curiosity and creativity, and see failure as a stepping stone to growth. We honor each student's unique way of learning, foster critical thinking, and inspire the confidence to take risks and achieve more than they imagined. McKinley has three core values; Community, Diversity, and Empathy.

Mustangs ROCK! is our guiding school-wide expectations:

R- Resilient
O- Open-minded
C- Curious
K- Kind

McKinley has 19 classrooms and several specialists on campus:

Bilingual Resource Teacher
Guidance specialist
Library Coordinator
Music teachers
Reading specialist
Resource specialists and assistants
School psychologist
Speech and language specialist
2 Bilingual Instructional Assistants
1 Student Advisor

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	38
Grade 1	49
Grade 2	37
Grade 3	54
Grade 4	47
Grade 5	61
Grade 6	64
Total Enrollment	374

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6
Male	50.8
Non-Binary	0.5
American Indian or Alaska Native	1.6
Asian	5.4
Black or African American	1.6
Filipino	1.6
Hispanic or Latino	46.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.2
White	34.2
English Learners	27.2
Homeless	0.8
Socioeconomically Disadvantaged	51.4
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	96.69	119.9	87.63	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	1.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.66	9.6	7.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.73	11953.1	4.28
Unknown/Incomplete/NA	0.3	1.66	4.2	3.13	15831.9	5.67
Total Teaching Positions	18.1	100	136.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	86.64	103.8	78.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	8.94	19.6	14.83	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2	1.51	11746.9	4.23
Unknown/Incomplete/NA	0.8	4.47	5.9	4.52	14303.8	5.15
Total Teaching Positions	17.8	100	132.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	91.77	100.9	75.42	230039.4	100
Intern Credential Holders Properly Assigned	0.4	2.37	2	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.92	17.7	13.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	2.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	9	6.79	13705.8	4.91
Total Teaching Positions	16.8	100	133.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.30	1.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	1.6	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.8	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		Nov 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders (TK-5) McGraw Hill Study Sync (6)	0
Mathematics	Everyday Math (EDM) (TK-5) CPM (6)	0
Science	TWIG (TK-5) TCI AMPLIFY (6)	0
History-Social Science	Saavas (K-5) TCI (6)	0
Health	Connected Health (5)	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Overall, the school facility is in excellent condition.

Year and month of the most recent FIT report		Dec 2025		
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			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	41	47	47	47	48
Mathematics (grades 3-8 and 11)	45	39	42	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	221	97.36	2.64	40.72
Female	116	113	97.41	2.59	42.48
Male	111	108	97.30	2.70	38.89
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	103	96.26	3.74	17.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	62.50

White	75	73	97.33	2.67	60.27
English Learners	49	46	93.88	6.12	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	107	96.40	3.60	15.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	11.76

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	224	98.68	1.32	38.84
Female	116	115	99.14	0.86	36.52
Male	111	109	98.20	1.80	41.28
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	106	99.07	0.93	16.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	56.25
White	75	73	97.33	2.67	61.64
English Learners	49	49	100.00	0.00	2.04
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	111	110	99.10	0.90	17.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	14.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.81	20	36.67	33.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	60	98.36	1.64	20.00
Female	33	32	96.97	3.03	12.50
Male	28	28	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	42.11
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	6.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.
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2025-26 Opportunities for Parental Involvement McKinley School strongly encourages parents to take an active role in their child’s education. Teachers encourage parent participation in the classroom and at school events. The Parent Teacher Association (PTA) also supports our school with PTA-sponsored, after-school events. The PTA and English Learner Advisory Committee (ELAC) meet regularly, and our School Site Council (SSC) inform on decisions and programs. Furthermore, McKinley hosts many parent and community events such as: - Teacher Meet and Greet before the school year starts - Back to School Night and community dinner - English Language Advisory Committee (ELAC) meetings - Parent-Teacher Association (PTA) meetings - School Site Council meetings - Coffee with the Principal/ PTA - Jog-a-thon - Spring Music Concert - Salsa Festival - Winter Festival - Spelling Bee - Makers Space - Open House - Family Movie Nights - Cinco De Mayo family night

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	383	60	15.7
Female	186	186	29	15.6
Male	201	195	30	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	1	4.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	183	179	39	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	135	133	17	12.8
English Learners	108	106	17	16.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	206	205	41	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	63	7	11.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.98	1	1.29	2.45	2.66	2.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0.00
Female	0.54	0.00
Male	1.49	0.00
Non-Binary	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	1.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	0.74	0.00
English Learners	1.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Safety is our number one priority at McKinley School.

Through social-emotional and character lessons, our teachers ensure that each student is part of our school community. Teachers follow up with weekly classroom meetings to give students time to discuss and reflect on our three universal expectations: (1) Be Safe, (2) Be Respectful, and (3) Be Responsible. The staff at McKinley believes that having students who are engaged in their learning and invested in their school will result in a safe school.

McKinley has a clearly defined Emergency Response Plan. We have a school nurse on staff to assist with health and safety issues, and staff members are trained in First Aid and CPR. Staff and students practice simulated emergency response drills. McKinley holds monthly emergency drills (fire, earthquake, and lockdown) to ensure that we are prepared in case of an actual emergency.

McKinley complies with the California Education Code and all District discipline policies to maintain a bully-free and safe campus.

Visitors to McKinley must sign in and get a guest pass in the school office. The Petaluma Police Department is responsive to calls and provides safety and violence prevention consultation. Our custodial staff does an excellent job of maintaining a clean and safe facility. McKinley students and staff take pride in keeping our school clean.

The Comprehensive School Safety Plan for McKinley is reviewed annually and amended as needed with the approval of the School Site Council. The District is consulting with an outside company for all school sites to ensure the School Safety Plans are implemented and followed accurately. This company is consulting with site administration and the staff at our school site and reviewing all safety measures and perform practice drills.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	0
1	26	0	2	0
2	25	0	2	0
3	25	0	2	0
4	63	0	0	2
5	27	0	2	0
6	32	0	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	2	0
1	18	2	0	0
2	25	0	2	0
3	24	0	2	0
4	28	0	2	0
5	32	0	2	0
6	29	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	24		2	
2	18	2		
3	28		2	
4	24		2	
5	31		2	
6	32		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.55
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8278.59	3357.09	4921.50	75771
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-43.7	-13.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-77.5	

Fiscal Year 2024-25 Types of Services Funded

After-school intervention
 After-school enrichment
 Summer School
 Art Docent program
 Teacher Professional Development
 Learning Center model to support all students who have specific gaps in their learning
 RSP teacher
 Speech and Language teacher
 School psychologist
 Reading Specialist
 Bilingual Resource Teacher
 School Counselor
 Bilingual Instructional Assistants

Fiscal Year 2024-25 Types of Services Funded
Pull-out and push-in reading and math support

Fiscal Year 2023-24 Teacher and Administrative Salaries		
This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/ .		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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	46	
Percent of Budget for Administrative Salaries	6	

Professional Development			
The five days of Elementary Professional Development in the 2025-26 school year focus: TK: aligning instruction with the new California TK Learning Foundations 1-3: Literacy common assessments 4-6: CA Reading and Literature Project: Reading Comprehension We continue to refine our restorative practices and supporting all students socio emotional growth. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.			
This table displays the number of school days dedicated to staff development and continuous improvement.			
Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5