

**ARBUCKLE ELEMENTARY SCHOOL**

**SCHOOL SITE COUNCIL/SCHOOL ADVISORY COMMITTEE SSC/SAC**

**Tuesday, January 9 at 3:15 p.m. in Room 11**

**PARENTS:**

- |  |  |
|--|--|
| <input type="checkbox"/> Jennifer Richins '24        | <input type="checkbox"/> Amelia Oliveros '25 |
| <input type="checkbox"/> Molly Ayala '25             | <input type="checkbox"/> Erica Miles '25     |
| <input type="checkbox"/> Brenda Hernandez Araujo '25 | <input type="checkbox"/> Noah Gomez '25      |
| <input type="checkbox"/> Joan Cain-Frank '25         | <input type="checkbox"/> Renee Manhart '25   |

**SCHOOL STAFF:**

- |  |   |
|--|---|
| <input type="checkbox"/> Laura Hansen, Principal                 | <input type="checkbox"/> Keri Lovelady, 2 <sup>nd</sup> Teacher   |
| <input type="checkbox"/> Gabriela Maldonado, TK Para             | <input type="checkbox"/> Haley Waters, 3 <sup>rd</sup> Teacher    |
| <input type="checkbox"/> Jodi Arens, K Teacher                   | <input type="checkbox"/> Martha Martinez, 4 <sup>th</sup> Teacher |
| <input type="checkbox"/> Becky Gonzalez, 1 <sup>st</sup> Teacher | <input type="checkbox"/> Brittane Garcia, 5 <sup>th</sup> Teacher |

**AGENDA**

- |   |             |
|---|-------------|
| <input type="checkbox"/> Meeting called to order                                    | ACTION      |
| <input type="checkbox"/> Consider and Approve the Agenda                            | ACTION      |
| <input type="checkbox"/> Reading and approval of the minutes from November meeting* | ACTION      |
| <input type="checkbox"/> School Accountability Report Card (SARC)*                  | ACTION      |
| *Missing the state data - as soon as it is updated I will send you a new copy       |             |
| <input type="checkbox"/> District Safety Committee Report*                          | INFORMATION |
| <input type="checkbox"/> Parents' Club Report                                       | INFORMATION |
| <input type="checkbox"/> Items for Next Meeting in February                         | INFORMATION |
| <input type="checkbox"/> Public Comment   | INFORMATION |

***\*included in packet***

Para información o si no puede asistir a la junta por favor llamen a la escuela a 476-2522 – Gracias!  
**PLEASE CALL 476-2522 IF YOU ARE UNABLE TO ATTEND THIS MEETING – THANK YOU!**

## **Arbuckle Elementary School**

### **School Site Council/School Advisory Committee SSC/SAC**

**Tuesday, November 14, 2023 at 3:15 pm in Room 16**

#### **Minutes**

**Attendance;** Jennifer Richins, Brenda Hernandez Araujo, Joan Cain-Frank, Amelia Oliveros, Erica Miles, Renee Manhart, Laura Hansen, Gabriela Maldonado, Jodi Arens, Becky Gonzalez, Keri Lovelady, Haley Waters, Martha Martinez, Brittane Garcia

**Absent:** Noah Gomez, Molly Ayala

#### **Action -**

Meeting called to order at 3:16

Motion made to approve the November Agenda by: Amelia Oliveros, seconded By Brittane Garcia

Motion made to approve October Minutes by: Becky Gonzalez, seconded Jodi Arens

#### **Information -**

##### **NWEA School Profile and State Scores**

Reviewed from 21/22, 22/23, and 23/24 years, overall and fall scores

Reading scores are now stronger than math

Introduced CCSS math activities website - performance tasks to help improve scores, or books with warm up questions. Activities are to familiarize students with types of question and wording.

##### **Review Evaluation of Planned Improvement**

Reviewed Language Arts, Math, English Language Learners, Physical Education, Social Emotional Learning, Technology and Writing.

Reviewed % of students at or above grade level.

Tier 2 and 3 interventions used for K-5, and ASES provides homework assistance to help student improvement.

Questions about how students earn being able to walk in the parade, determined that each grade level is the same criteria, but no school wide criteria.

There will be no internet over Thanksgiving Break. Students can take extra books if they are in the habit of returning them.

Master schedule where all students in a grade level are always in class, no one is pulled out for resources. Currently only 30 minutes, but hoping to increase.

PE added a digital clock for times. Turkey Trot has been enjoyed by students.

Students have asked Monday Club to be extended longer than 4 weeks.

Hoping to have the school open for some days during school breaks for families that may need students to be on campus due to work, resulting in fewer days in July.

New Campus Supervisor, student shout-out board being added for campus supervisor and afterschool to recognize students.

### **District Safety Committee Report**

Things are going well, cameras are helpful, Drop-offs are going better in the parking lot with Larry. We are short on custodians, hopefully hiring more. Custodians and Groundskeepers need duties separated.

### **Parents' Club Report**

Surprised teachers with goodies for parent teacher conference week.

Ordered book vending machine – but we haven't determined how students earn books.

Hot Idea Grants, there is money left if teachers want to submit ideas.

### **Public Comment**

No Site Council meeting in December. Next meeting will be January 9<sup>th</sup>.

Meeting adjourned at 4:18 pm.

Pierce Joint Unified  
Health/Safety Committee Meeting  
Monday, November 27, 2023  
3:30 PM – IT Building

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**MINUTES:**

- **Welcome:** Jessica Geierman called the meeting to order at 3:32PM
- **Site Safety Reports:**
  - **Arbuckle Elementary /Grand Island:** Laura Hansen gave the report. Fire drills completed at both sites. It came to Mrs. Hansen's attention to be sure and inform substitutes when on site for them to be aware of safety protocols. Mrs. Hansen invited Casey Cox, Arbuckle Fire Chief to the fire drills. November 27 there was a situation in Grimes near the school, Officer Knutson and CHP kept Laura up to date, all turned out well. The painting has been completed at the AES parking lot, much improvement. Roofing materials have arrived at GIE, soon to begin.
  - **Johnson Jr. High:** Jessica Geierman gave the report. She has sent out a staff email to remind staff no outside food, no prepared foods are to be brought to school for student parties due to student food allergies. Has been quiet at JJH. Jessica and Jeff Stuivenberg did a walk around to discuss new cameras installation and placement.
  - **Pierce High/Alternative High:** Emily Lloyd gave the report. She did a walk through with Jeff Stuivenberg for new cameras. Gate at the bus barn has been installed and completed to help keep traffic in the proper places. A former student had brought marijuana vapes, the car was searched and the person was cited.
- **Community School Grant Survey:** Adriana Orozco gave the report. 90 responses have been received from the surveys, only two were from students. Mrs. Geierman will hand out the survey during 6th period at JJH and Santana King will hand out the survey for Advisement class at PHS, hoping to get more information. The deadline will be 12/15. The grant is due 02/09/24.
- **New Safety Requirements for Comprehensive Safety Plan:** Carol Geyer gave the report. These plans went to the board last month for approval. Mrs. Geyer is exploring the option of having a uniform emergency plan for

all sites for the most part. There are new safety requirements: 1) procedures to access and respond for dangerous/violent/unlawful activities, 2) Grade 7 - 12 protocol in place for Opioid overdose, 3) ALL grades for students with disabilities to have in place what accommodations are in place for any and all emergency procedures.

- **Other items for discussion:** 1) Carol Geyer shared that Tom Waltz with Sacramento County Sheriff will be coming to PHS to do a vulnerability assessment on 01/23/24, the report will be confidential, and may follow up with assessment on other school sites. This is funded by Homeland Defense. 2) Signs are being posted around all school sites about dogs not allowed on campus. 3) Carol Geyer shared that the Colusa County Sheriff's Department is hosting a Threat Assessment Training on 12/13 and 12/14, it is not school related but overall. Mrs. Geyer did not think any school staff would attend but wanted to make the committee aware. 4) Jennifer Wayman has scheduled site tours for the Community School staff, possibly having to reschedule date and time due to conflicts.
- **Next meeting – January 29, 2024 @ 3:30PM IT Building**
- **Present:** Carol Geyer, Laura Hansen, Cathy Lopez, Ellen Voorhees, Molly Ayala, Patty Gonzalez, Emily Lloyd, Santana King, Maryann Diaz, Jessica Geierman, Adriana Orozco
- **Meeting adjourned at 4:12PM**

Monday December 4, 2023



## AES Parents Club Meeting

- Meeting called to order 8:30am
- Attendees: Amelia Oliveros, Erica Miles, Chelsea Charter, Laura Hansen, Whitney Wayman, Jimena Beltran, Jess Gomez, Susie Lytal, Brenda Hernandez and Ashley Medina
- Approval of November minutes: Jess approved, Jimena seconded
- Approval of agenda: Jimena approved, Jess seconded
- Treasurer report:
  - General Balance: \$21,857.84
  - Class of 2031 (5th Grade): \$4,530.95
  - Class of 2032 (4th Grade): \$989 (needs to be adjusted after pencil gram, waiting on Scholastic)
  - Total \$27,377.79
- total reflect paying 501C Charitable org/nonprofit
- Correspondence: we passed around & signed thank you's
- Old Business:
  - Book Machine-After reviewing 3 different images for book machine "wrap design" Jess approved and Chelsea seconded design that was blue & gold, that included school logo & motto.
  - Staff room Stock up- went well, Posole was a BIG HIT. Whitney reported any baskets or containers you shared can be found in the staff room cupboard ready for pick up.
  - Fun Shop- Still great, Selling out of lots of items.
  - Classified Staff Appreciation Treats- Email has been sent out, it was suggested that we increase the amount to 2 dozen treats per child, per site. Susie will type up a flyer for advertisement & a copy will be placed at after school program sign out.
- New Business:
  - Hot Idea Grants:

-Kinder team is requesting funds for sensory bins, math materials, rainy day activities all supporting ELA. All totaling \$397

-Third Grade team is requesting funds for rainy day activities such as board games for all four classes totaling around \$700

-Fifth Grade Team is requesting financial support for an additional fundraiser this school year. They have the Woodland Opera House scheduled but would like to add the the aerospace Museum.

All Grants were motioned for approval. Jess made the motion and Chelsea seconded it. We will be covering the costs for the Woodland Opera House permitting the school covers the Aerospace museum.

- o Square Up: Susie shared that it costs nothing to receive equipment. We agreed we would charge the 2.6% & 10 cents to the card holder. We can also use a sendable link to charge the customers. Jimena approved it and Chelsea seconded it. Susie will set it up. Venmo is still in the process of being created.

Floor Items: All class Valentine's bags have been ordered & will arrive this week. It was decided we will do Christmas grams 12/11-12/15. 7:45am-school begins. Funds will support 4th grade class (2032).

● Upcoming Events:

-Apparel Sale will take place 12/8/2023 2pm, during CMA's. Susie will run it.

-Classified Staff Appreciation Treats 12/14/23, 8am AES Cafeteria

-Christmas Grams: 12/11-12/15

Upcoming meetings all to take place in room 30 at 8:30am:

- January 8th
- February 5th
- March 4th
- April 8th
- May 6th

Fun Shop Dates 7:45am- School begins

- January 12th
- February 2nd
- March 1st
- April 5th
- May 3rd

Meeting adjourned: 9:13am

# Arbuckle Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

\* The highlighted fields will be populated by DTS (DOC Tracking Services) with data provided by CDE as it becomes available.



## 2023-24 School Contact Information

<b>School Name</b>	Arbuckle Elementary School
<b>Street</b>	701 Hall St.
<b>City, State, Zip</b>	Arbuckle, CA 95912-0100
<b>Phone Number</b>	(530) 476-2522
<b>Principal</b>	Laura Hansen
<b>Email Address</b>	lhansen@pjusd.com
<b>School Website</b>	<a href="https://aes.pierce.k12.ca.us/home">https://aes.pierce.k12.ca.us/home</a>
<b>County-District-School (CDS) Code</b>	06616146003511

## 2023-24 District Contact Information

<b>District Name</b>	Pierce Joint Unified School District
<b>Phone Number</b>	(530) 476-2892
<b>Superintendent</b>	Carol Geyer
<b>Email Address</b>	cgeyer@pjusd.com
<b>District Website</b>	<a href="http://www.pierce.k12.ca.us">www.pierce.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

Arbuckle Elementary School's mission is to nurture ALL students and provide the essential skills to help them make positive growth, both socially and academically. Our vision is that ALL students will perform at or above grade level in English Language Arts and Math. Our primary goal is to offer each student a challenging and rigorous curriculum tailored to their academic level within a safe learning environment. Success is inevitable when parents and teachers collaborate towards a common objective. Upholding the "Students First" vision guides all our actions, ensuring that every child has the best chance for success. We are committed to creating a welcoming atmosphere where all students feel academically and socially connected. Our school goals align with the district's objectives, aiming to equip every student with the skills necessary for career and college readiness.

We utilize various instructional strategies to meet the needs of all learners. Teachers monitor student progress through common formative assessments, using the data to plan interventions and enrichments.

Throughout the school year, Monday clubs offer students opportunities to develop new skills and build relationships. Each student receives a Chromebook for home use, accessing educational software and online supplementary programs. Our Expanded Learning Program, available five days a week until 6:00 pm during the school year, provides students with snacks, homework support, enrichment, and intervention activities. A summer program is also offered, running five days a week for six weeks.

In addition to academic excellence for our students, we emphasize promoting good values and character education. Every week on Fridays, we come together as a school community and celebrate students' efforts in reading and math. Students have the opportunity to walk in a parade where the other students cheer them on. We also recognize students' birthdays and for being kind. Once a month, teachers choose students to recognize for excelling or making growth academically or socially. Character development and social-emotional learning are integrated into the curriculum, with weekly activities and assemblies dedicated to recognizing and celebrating students' efforts in character development, reading, and math.

Our school community is committed to providing students with a well-rounded educational experience, ensuring another positive and enriching school year ahead!

**About this School**

**2022-23 Student Enrollment by Grade Level**

Grade Level	Number of Students
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**2022-23 Student Enrollment by Student Group**

Student Group	Percent of Total Enrollment
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**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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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

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

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

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

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

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

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

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

## Class Assignments

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

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

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

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

The district selects textbooks from a state-approved list of materials in California. All adopted and approved instructional materials align with both state and district standards and benchmarks. Educational computer software and internet resources are integrated into every grade level to enhance student achievement in line with established standards. When new instructional materials are adopted, professional development sessions are provided to equip educators with effective strategies and a deeper understanding of how to utilize these materials.

**Year and month in which the data were collected**

December 2023

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

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	McMillian McGraw Hill- CA Wonders ELA/ELD 2016	Yes	0%
<b>Mathematics</b>	Houghton Mifflin/Harcourt- Go Math 2015	Yes	0%
<b>Science</b>	Houghton Mifflin-Science California 2007	No	0%
<b>History-Social Science</b>	California Studies Weekly 2019	Yes	0%
<b>Foreign Language</b>			0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

Arbuckle Elementary School's buildings are cleaned and maintained on a regular basis by the school's custodians and the district maintenance department. When something is not working properly it is reported and addressed immediately.

Year and month of the most recent FIT report

6/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Classrooms 1-8 & TK: TK and Rooms 5-8 need new roof
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)						
<b>Mathematics</b> (grades 3-8 and 11)						

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					



## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)						

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 2022-23 Career Technical Education Programs

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	99.1%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

At Arbuckle Elementary, we strongly believe in the power of collaboration between parents and the school to ensure the success of our students in and out of the classroom. We offer diverse opportunities for parental involvement, including volunteering in classrooms, participating in the Parents' Club, contributing to the School Site Council, engaging in the English Learner Advisory Committee (ELAC), attending parent conferences, the weekly Character Matter Assemblies, and EL parent workshops. These avenues enable parents to actively contribute to their child's education, shaping school policies, and fostering a sense of community within the school.

To further enhance parental engagement, the district's school counselors work with the Family Action Center to host Parent Cafes on multiple occasions throughout the year. These gatherings provide a platform for parents to come together, share experiences, and collectively brainstorm best parenting practices. It's a valuable opportunity for parents to connect with each other, building a supportive network within the school community.

Ensuring effective communication with parents is a priority at Arbuckle Elementary. We employ an auto-dialer system that reaches parents through phone, text, and email. A monthly bulletin outlines upcoming events, which are also accessible on the district and school websites and featured on our school marquee. All communication is provided in both English and Spanish, ensuring accessibility and inclusivity for all parents. We invite and encourage parents to actively participate in these opportunities, fostering a strong and collaborative partnership between home and school for the holistic development of our students. Please contact Laura Hansen at (530) 476-2522 for details on how to volunteer your time or to become involved at Arbuckle Elementary.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>				
<b>Female</b>				
<b>Male</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>				

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>									
<b>Expulsions</b>									

#### 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

Arbuckle Elementary strives to maintain a safe and orderly school campus that encourages positive attitude among staff and students. We also prioritize safety through a series of well-defined measures. Regular fire and earthquake drills are conducted and recorded to ensure preparedness. Staff meetings include training on safeguarding students in the event of an intruder situation. At the district level, a monthly Healthy and Safety Committee convenes, bringing together administrative, teacher, and parent representatives from each site. This committee evaluates the consistent application of the district discipline matrix and addresses any health or safety concerns that require attention. The annual update of the Safe School Plan is a collaborative effort led by the School Site Council, which reviews elements of the school climate and physical environment to ensure the plan remains current and effective.

The school counselor and vice principal work with fourth and fifth graders to train them as conflict facilitators. These facilitators play a crucial role in resolving issues among students, contributing to a positive and supportive school environment. Weekly class meetings are conducted to actively promote communication skills and foster a sense of community within the school.

School resource officers engage with 4th graders through the GREAT Program, offering opportunities for students to model and practice life skills, make informed choices, exhibit respect and empathy, and set positive goals. The D.A.R.E. program, implemented in fifth grade, equips students with decision-making skills to lead safe and healthy lives. Additionally, second graders participate in the Second Step Program weekly for the school year, which teaches social and academic success skills, contributing to improved classroom behavior. The school counselor goes into all classrooms monthly to read a book that focuses on a theme to support students' social and emotional well-being.

These comprehensive safety and character development initiatives collectively create a secure and nurturing learning environment at our school.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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### 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
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## 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
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## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2022-23 Student Support Services Staff

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

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,220.96	\$966.12	\$6,254.84	\$75,757
<b>District</b>	N/A	N/A	\$10,272.96	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-48.6	8.0
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.3	3.7

## Fiscal Year 2022-23 Types of Services Funded

At our school, we employ a diverse range of Computer Educational Programs to empower students in achieving both academic and social-emotional goals. These programs are tailored to specific subjects, such as Reading (Renaissance Reading Program, My Path), Math (Reflex, Frac, Happy Numbers, Generation Genius, MyPath), Social Emotional Learning & Alternative to Suspension (Suite 360, ISS 360), Science (Mystery Science, Generation Genius), and an all-encompassing tool for all subjects (Learn 360 K - 12 media library, Canva).

Our commitment to student support extends beyond digital tools. We have a dedicated team comprising a School Counselor available five days a week, a full-time Reading Specialist, a part-time Reading Specialist, an English Language Development (ELD) teacher, and an ELD para-educator. Additionally, para-educators are assigned to support Transitional Kindergarten - 2nd grade students, and third and fourth-grade students receive assistance during the Tier 2 reading workshop.

To further enhance student learning experiences, we offer an expansive after-school program—the Expanded Learning Program—running daily until 6:00 pm. This program provides invaluable support for students with their homework, ensuring a holistic approach to their educational journey.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

The school allocates a total of six full days annually for teacher training and staff development, emphasizing continuous professional growth. Every Wednesday, students are dismissed at 2:00 pm to provide teaching staff time to facilitate collaborative sessions. These sessions are dedicated to essential training initiatives, such as Renaissance and Star Assessment training for the implementation of a new reading program. Additionally, staff engage in a Universal Learning Design webinar to acquire instructional strategies that effectively support the diverse needs of all students. Emphasis is placed on the three major concepts integral to a Professional Learning Community (PLC), and staff delve into analyzing STAR assessment and NWEA data to structure Tier 2 reading workshops. The collaborative effort revolves around addressing the four key questions that guide the work of a PLC during staff meetings and within grade level teams.

Furthermore, Wednesdays serve as a dedicated time for grade level teams to collaboratively construct comprehensive learning units in both Language Arts and Math, with a focus on providing Quality First Instruction. This intentional approach ensures a cohesive and aligned curriculum delivery that enhances the overall educational experience for students. Teachers with a California Preliminary Teaching Credential actively participate in a state-accredited Tri-County Induction Program (TCIP) spanning two years. All novice teachers have the opportunity to observe seasoned educators in action, work with mentors, and receive constructive feedback during walk-throughs. This support structure is designed to foster the professional growth of educators and contribute to their effectiveness in the classroom.

The school encourages staff members to attend various workshops aimed at enhancing and extending job performance. For example, teachers have participated in professional learning covering a range of topics, including SIPPS, Behavior Skills Lab, Math Network Hour, Best Practices with Student Behaviors, PLC at Work Institute, Kinder Conferences, and the TESOL Trainers' Virtual English Learner Institute. These diverse training opportunities contribute to a well-rounded and continuously evolving professional development landscape, ensuring that educators stay updated with current pedagogical practices and remain equipped to meet the dynamic needs of their students.

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

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