

Amesti 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Amesti Elementary School
Street	25 Amesti Road

City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6250
Principal	Carlos Moran
Email Address	juan_moran@pvusd.net
School Website	https://ame-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049639

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

At Amesti Elementary School, our goal is to support students in reaching their academic potential as well as creating an environment that allows students to be happy, healthy, responsible, and respectful children!

We use the language arts and math programs approved by the district. We continue to implement the district adopted Bridges math program and teachers and students report that they are enjoying the program and the learning that is occurring. This program encourages students to explain their thinking with respect to solving math problems. This skill will continue to serve them in the future. We continue to use some exciting staff development strategies related to curriculum. Teachers meet on Fridays at least twice a month with the academic coordinator and principal, to collaborate and align their teaching. They discuss instructional strategies to improve their teaching, review data, and plan instruction in order to support students' access to mastery levels of the curriculum. All of our teachers K - 5 implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) which helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension Teachers regularly discuss lessons, and are open to model lessons with their own classes, observations, and feedback. We will continue with similar coaching and support, especially encouraging teachers to observe one another teach, via the support of our academic coordinator and principal.

Our program for English Learners focuses on a very rich curriculum based on the California Content Standards. We offer Dual Language classroom instruction from grades K-3, providing an early exit program and moving into a full K-5 program. We support and encourage students to become bi-literate Amesti graduates.

We are committed to providing a unique enrichment program that enables us to give our students a rich variety of art experiences, including dance drama, and visual arts. All classes in grades 1-3 participate in an arts curriculum utilizing our Art Room donated by the late visual artist, LeRoy Neiman. All classes participate in a weekly music lesson delivered by our music instructor.

Students participate in hands-on science curriculum in a variety of ways: from classroom teachers planning curriculum, to the school-wide recycling program and our outdoor garden program Life Lab. Fourth and fifth grade students are released to a credentialed science teacher for their science instruction for one hundred and fifty minutes/week . This highly qualified instructor encourages students to see themselves as researchers, and provides exciting engaging curriculum with demonstrations and experiments using the new science standards.

We support students in their socio-emotional development through curriculum we have learned via various trainings in addition to a robust PBIS (Positive Behavior Interventions & Supports) program. This tiered program supports positive behavior campus wide via positive messaging and clear modeling. This has allowed staff to have a dialog with students when they make errors in judgement--asking students: Are you being Respectful? Are you Making good decisions? Are you Solving problems? This instruction has decreased office referrals and allows us to support the few students that need additional behavioral supports.

2023-24 School Description and Mission Statement

We also have an active student council as well as school site council--both groups encouraging student and family participation in a variety of activities!

Our after-school program hosts about one hundred fifty students daily for academic and homework support, as well as for enrichment activities. We are pleased with the consistent student participation, and we are proud of the quality of program. We look forward to new opportunities in the coming school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	65
Grade 2	69
Grade 3	82
Grade 4	72
Grade 5	89
Total Enrollment	456

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
Filipino	1.5%
Hispanic or Latino	96.7%
Two or More Races	1.1%
White	0.7%
English Learners	71.7%
Foster Youth	0.2%
Homeless	12.7%
Migrant	10.5%
Socioeconomically Disadvantaged	93.4%
Students with Disabilities	16.2%

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)	21.80	87.90	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.03	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.03	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	1.00	4.03	59.80	6.70	18854.30	6.86
Total Teaching Positions	24.80	100.00	893.30	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)	22.00	91.67	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.17	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.00	4.17	43.40	4.93	15831.90	5.67
Total Teaching Positions	24.00	100.00	880.20	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.2	4.1
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

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

Computers & Computer Lab
 All students have been provided a Chromebook and if necessary, a hotspot.
 All Kinder and 1st grade classrooms have six iPads for small group access in addition to access to the Mac computer lab. First Grade have 2 Chromebook carts with 26 computers/two classes. Total 2.
 Second grade classrooms have access to Chromebook carts with a goal of 1 to 1 Chromebook use for 2nd graders. In addition, 2nd graders utilize the Mac Lab.

All 3rd through 5th grade classes have a Chromebook cart with 34 chromebooks/cart (27/3rd grade due to max 24 students/classroom). Students utilize the Chromebooks for reading, taking frequent quizzes on their reading, writing, interactive editing with their teachers, and math practice. Classrooms access the Mac Lab for special projects as needed. Each teacher has a Mac Laptop as well as access to a Chromebook in order to share access to teaching tools with the class as well as maintain records for students.

Technology

Amesti was the first elementary school to benefit from the district technology upgrade. Each classroom has a document reader connected to a large screen TV and an amplification system. This newer system was welcomed by teachers and students alike. Teachers frequently present lessons over the TV, utilizing current research, videos, and/or other wonderful resources accessible online. We use district resources as well as our volunteer teacher/tech liaison to support and train our teachers with technology. The district also trains staff in Quick Reads, Lexia software, Accelerated Reader program, all of which help students improve their reading skills. In 16 - 17, Amesti had at least one teacher per grade level K - 5th volunteer to pilot a new math program--ST Math. This was met with great enthusiasm by students and staff. This 17 - 18 school year, all 1st - 5th grade classes access ST Math daily. All staff utilizes Google docs as a teaching tool as well as a tool for Last year, we had a cadre of nine teachers in a Leading Edge tech class which forwards the thinking and application of teachers and students. Staff continue to attend district offered Google courses at all levels throughout the school year and in the summer.

Textbooks

As a District, we choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2017-2018 school year and whether those textbooks covered the California Content Standards. Our current textbook adoptions are Houghton Mifflin for reading (in English and Spanish) and a new program called Bridges for math. In addition, we use Systematic ELD for English as a Second Language instruction.

Curriculum

The Common Core State Standards guide our instruction. The district TOSAs as well as classroom teachers created language arts units that address said standards and build skills. Teachers are expected to follow this curriculum. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Benchmark Adelante/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.)/2016 The Math Learning Center	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006	Yes	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>

Year and month of the most recent FIT report

8/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room 12: Secure bookcase to wall. Room 21: Ceiling tiles. Room 24: Secure 3 bookcases to wall. Room 30: Ceiling tiles. Room 31: Ceiling tiles. Room 33: Ceiling tiles. Room 7: Secure bookcase to wall.
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			M.P.R.: Outside walls rotted. Need to replace and paint.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	5	8	28	26	47	46
Mathematics (grades 3-8 and 11)	8	8	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	241	98.37	1.63	7.88
Female	120	119	99.17	0.83	11.76
Male	125	122	97.60	2.40	4.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	237	233	98.31	1.69	6.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	170	167	98.24	1.76	5.99
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	228	98.70	1.30	8.33
Students Receiving Migrant Education Services	24	24	100.00	0.00	8.33
Students with Disabilities	47	44	93.62	6.38	0.00

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	245	241	98.37	1.63	8.33
Female	120	119	99.17	0.83	8.40
Male	125	122	97.60	2.40	8.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	237	233	98.31	1.69	7.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	170	167	98.24	1.76	7.19
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	13.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	228	98.70	1.30	8.37
Students Receiving Migrant Education Services	24	24	100.00	0.00	12.50
Students with Disabilities	47	44	93.62	6.38	2.27

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	2.86	4.55	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88	1.12	4.55
Female	48	48	100.00	0.00	2.08
Male	41	40	97.56	2.44	7.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	86	98.85	1.15	3.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	58	58	100.00	0.00	1.72
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	4.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00

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	70.1	59.6	22.5	59.6	30.3

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

Parents take an active interest in the life of the school. They facilitate our School Site Council (SSC)/English Language Advisory Committee (ELAC) meetings and oversee the school plan, approve the use of certain funds, and participate in parent education activities.

The Home and School Club is an additional parent group. This club sponsors several fund-raisers, including our "Annual Pumpkin Carving/Day of the Dead Event" each October, to help support all of our fifth-grade students to attend an Outdoor Science School. Our Arts program has included a "Day of the Dead" display and activity celebrating the art and culture of Mexico at this same function. Parents sponsor additional family oriented events. Families enjoy coming to these events to enjoy some fun time with their children, their children's friends, and with Amesti staff members. Amesti continues to develop a strong community. We believe that students learn best when a partnership is created between home and school!.

We continue to look for ways to increase the number of parent participants at Amesti. More parents are volunteering in classrooms, offering to make copies for teachers, helping to prepare project materials, as well as stepping forward to lend a hand in support of the general Amesti community. Via our After School Program, we have offered parent education training in a variety of areas including English classes online, as well as "Positive Discipline" parent trainings. We are open to provided courses on site that our families will appreciate. Parents also accompany students/classes on field trips, and when they are able to, they stop in to help as needed. ALL support is welcome and highly encouraged.

We will continue to offer courses of interest to parents as well as elicit parent involvement in our monthly meetings. We will also continue to host combined SSC/ELAC meetings as part of our overall Amesti Community Night meetings. Individual parents help in classrooms, chaperone on field trips, and help with other special projects. If you would like to volunteer at our school, please contact the main office where you will be connected to the Home and School Club leader, (831) 728-6250.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	480	224	46.7
Female	235	227	103	45.4
Male	255	253	121	47.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	7	7	3	42.9
Hispanic or Latino	470	463	213	46.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	5	100.0
White	7	5	3	60.0
English Learners	348	343	139	40.5

Foster Youth	2	2	1	50.0
Homeless	67	64	27	42.2
Socioeconomically Disadvantaged	459	453	209	46.1
Students Receiving Migrant Education Services	50	49	18	36.7
Students with Disabilities	99	97	50	51.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.75	1.22	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0
Female	0.43	0
Male	1.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.15	0
Foster Youth	0	0
Homeless	0	0

Socioeconomically Disadvantaged	1.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.06	0

2023-24 School Safety Plan

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, the School Site Council (SSC), and the district assistant superintendent review the plan. We have worked with the local Sheriff department on safety measures. Staff has been ALICE trained for an active shooter circumstance.

We nurture and direct students' values in a variety of ways, including student assemblies and recognition programs. We have implemented PBIS (Positive Behavior Intervention and Support) in order to support all students at all times. PBIS has many facets that incorporate reviewing behavior expectations at recess as well as in class. Our PBIS plan also implements numerous positive incentives such as our monthly Character Trait Assemblies. The program focuses on clear expectations consistently implemented via all staff members on site. Students are encouraged to do their personal best and are honored further.

Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Staff members supervise our campus before and after 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
K	19	3	1	
1	20	3	1	
2	19	2	2	
3	24		4	
4	27		6	
5	27		4	
Other	13	5	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	16	4		
1	18	4		
2	20	2	2	
3	18	1	3	
4	29		3	
5	31		3	
Other	10	2		

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	4	4	0
1	22	3	6	0
2	23	3	6	0
3	19	11	0	0
4	33	0	4	2
5	27	0	9	0
6	0	0	0	0
Other	10	6	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

2022-23 Student Support Services Staff

Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.6

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,844.98	\$2,417.20	\$6,569.44	\$68,343.49
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	29.9	-6.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-14.6	-28.0

Fiscal Year 2022-23 Types of Services Funded

We continue to implement programs using several government funding sources. We use state and federal funding sources to pay for additional reading support teachers who support students in all classrooms. This is a costly undertaking that the staff and SSC parent group support whole-heartedly as it decreases the number of student to teacher ratio allowing small group reading instruction. A portion of the remaining 22-23 budget was utilized to supplement and upgrade our technology and classroom/grade level needs. Additional funds were used to implement collaboration, staff development, and parent outreach activities. We also purchased a large number of books for our school library. Our Home and School Club raises funds every year to pay for teacher requested school supplies and to sponsor scholarships toward the cost of Outdoor School for fifth-grade students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447

Fiscal Year 2021-22 Teacher and Administrative Salaries

Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

The majority of the 2023-24 school year has been focused on best practices to support collaborative conversations between students in the classroom.

Our school and the district offer training opportunities throughout the year in mathematics, literacy, ELD, and in technology usage. As a site, we dedicate two hours three times a month, to staff professional development, training, and grade level collaboration. In addition, we planned to utilize release time with substitutes approximately three to four times a year to collaborate with administration support/coaching in order to accomplish grade level goals as well as calibrate our common formative assessments.

Releasing teachers with substitutes was a challenge the past two years though this current year, collaboration dates and substitutes have been attained, and principal/academic coordinator meet with each grade level to set goals and review data as well Staff members also have regular opportunities for collaboration.

Staff and administration are focusing on the instructional strategies that support students in accessing the curriculum at a deeper level via students using their own critical thinking skills. We continue to focus on our English language instruction via Designated and Integrated ELD which help support our English Learners particularly with listening and speaking skills as well as reading comprehension, through a variety of sources from SIPPS, Fonetica, Accelerated Reader (AR), Lexia programs.

The primary focus for our staff for the past two years as well as this year has been supporting students in gaining strength and skill in the areas of math and literacy. We utilize our district TOSA's (Teachers on Special Assignment) to support the staff as a whole as well as grade levels with more specific needs, in the areas of Bridges math implementation as well as STMath (our computer program based on critical thinking, not language), as well as our literacy supports with SIPPS and Fonetica training support as well as support and training.

Supporting our students socio-emotional needs has been a goal as well as we believe students must have their emotionally and physically needs met in order to be ready to learn. We have addressed this through a variety of socio-emotional learning tools such as Sown to Grow and Restorative Start lessons.

Evaluating and Improving Teachers

All credentialed staff participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and an observation by the evaluating administrator. Teachers complete both a midyear and a final assessment as does the site principal.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	10