

Radcliff 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.

2023-24 School Contact Information

School Name	Radcliff Elementary School
Street	550 Rodriguez Street
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6469
Principal	Heather Bailey
Email Address	heather_bailey@pvusd.net
School Website	https://rad-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-0102665

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

Welcome to Radcliff Elementary School! Since opening in 1917 as the first bilingual school in the district, Radcliff has seen many changes in both the community and in education. Re-establishing an elementary school in the downtown Watsonville area was a dream of both the Pajaro Valley Unified School District and the City of Watsonville. Radcliff Elementary School is registered as a historic landmark, with a major renovation having been completed on the original building.

Our school's greatest assets are the students and their families, a hard-working and energetic staff, and the community that we serve. Radcliff has approximately 417 students in TK-5th grade; 86% of whom are economically disadvantaged. We invite families, community members, and other stakeholders to visit our school and see why Radcliff is fondly referred to as the "heart of the community". We have four main goals at Radcliff. We strive to improve our school's achievement in both the MAP assessment and the DIBELS assessment. Our goal is that 50% or greater of 2nd-5th grade students will meet their Growth Projection in both the English Language Arts and Mathematics MAP assessment. There will be a 15% increase of the amount of students in CORE & CORE Plus in the DIBELS assessment. We will increase our school-wide student attendance from 91% to 95%. 62% of our English Learner students will make one year's growth as measured by the ELPAC assessment. Radcliff will provide families with four Family Engagement Nights throughout the 2023-2024 school year- Technology Night, Family Literacy Night, PBIS Night, and Family Art Night.

Radcliff Elementary staff pride ourselves in utilizing a variety of restorative practices, as well as providing a safe and inclusive learning environment. In the 2023-2024 school year, Radcliff began the full day kindergarten and full day transitional kindergarten program. We are excited to see academic gains with the transition to full day kindergarten and full day transitional kindergarten!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105

Grade 1	73
Grade 2	69
Grade 3	59
Grade 4	67
Grade 5	68
Total Enrollment	441

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49%
Hispanic or Latino	98%
White	2%
English Learners	78.7%
Foster Youth	0.2%
Homeless	10.2%
Migrant	6.1%
Socioeconomically Disadvantaged	97.5%
Students with Disabilities	15.2%

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)	20.50	95.35	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.65	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	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	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	21.50	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)	18.50	90.24	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.88	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.88	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	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	20.50	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	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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)	0	4.7
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	4.7

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

Technology:

All students have been provided a Chromebook and if necessary, a hotspot.

Radcliff School has Chrome Carts for every classroom in grades 2-5. 1st grade shares 2 carts between 3 teachers. Kinder classes have a set of 6 Chrome Books which is used as a small teaching center with guidance from the teacher. Our SDC class also has CB for every student.

Students use technology for various purposes. They are learning how prepare presentations using the technology as well as coding and other 21st Century skills. We have a Tech Tosa who is available to us 2.5 days a week and teachers work under her supervision while implementing new programs or using new apps (for the class that has take home I-Pads).

Textbooks

We choose our textbooks from lists that have 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 2020-21 school year and whether those textbooks covered the California Content Standards.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. 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. All students have the most current editions of these programs.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

8/15/2023

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 C11: Missing ceiling tiles. Room C14: Missing ceiling tiles. Room C16: Missing ceiling tiles and torn carpet. Room C23: Missing ceiling tiles. Room C24: Missing ceiling tiles. Room C26: Missing ceiling tiles. Missing baseboard. Missing window screens.
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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	MPR: Holes and cracks in old outside plastic picnic tables. Room C25: Missing window screens. Room C26: Missing ceiling tiles. Missing baseboard. Missing window screens. Room C27: Missing blinds.
---	---	---

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)	9	11	28	26	47	46
Mathematics (grades 3-8 and 11)	6	7	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	194	191	98.45	1.55	10.99
Female	99	98	98.99	1.01	14.29
Male	95	93	97.89	2.11	7.53
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	0	0	0	0	0
Hispanic or Latino	194	191	98.45	1.55	10.99
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	140	137	97.86	2.14	6.57
Foster Youth	0	0	0	0	0
Homeless	30	30	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	190	98.45	1.55	11.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	6.90

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	194	194	100.00	0.00	7.22
Female	99	99	100.00	0.00	5.05
Male	95	95	100.00	0.00	9.47
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	0	0	0	0	0
Hispanic or Latino	194	194	100.00	0.00	7.22
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	140	140	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	30	30	100.00	0.00	10.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	193	100.00	0.00	6.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	6.90

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)	5.88	4.35	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	69	69	100.00	0.00	4.35
Female	34	34	100.00	0.00	2.94
Male	35	35	100.00	0.00	5.71
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	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	4.35
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	44	44	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100.00	0.00	4.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	100	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

Our family engagement at Radcliff Elementary has continually risen over the past two school years. The number of families participating in our Home & School Club, in School Site Council, the English Language Advisory Committee, and Family Engagement Nights continues to increase every year. Through these committees and organizations, families and school staff work together to improve student achievement, support school activities, and address the academic needs of English Learners and all Radcliff students. We have a consistent group of staff members and family members that meet monthly to monitor school programs and approve expenditures of state and federal funds. Families have taken ownership of assessing the school's needs and strategies to achieve academic goals. We have had several successful fundraisers sponsored by our Home & School Club that not only raised money, but also brought our community of families, staff, and stakeholders together.

We encourage all families to attend Back-to-School Night in the Fall, Open House in the Spring, and Parent Teacher Conferences in November. Additionally, families are invited to Student Study Team meetings to collaborate with staff on student needs and supports. We also invite families to attend all Home & School Club meetings, our Family Technology Night, Family Literacy Night, Family PBIS Night, and Family STEAM Night. We have an active Home & School Club which meets monthly. The Home & School Club organizes and plans the many fun events that we have at Radcliff, including Movie Nights, Day of the Child, Dances, and the Dragon Egg Hunt. Radcliff is always recruiting new volunteers and looking for ways to bring more families on campus to get involved. To find out more about becoming involved in the school, please call the office at (831) 728-6469.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	459	168	36.6
Female	237	230	73	31.7
Male	235	229	95	41.5
Non-Binary	0	0	0	0.0
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	0	0	0	0.0

Hispanic or Latino	463	450	160	35.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	9	8	88.9
English Learners	371	361	104	28.8
Foster Youth	1	1	1	100.0
Homeless	54	53	12	22.6
Socioeconomically Disadvantaged	462	450	162	36.0
Students Receiving Migrant Education Services	31	27	5	18.5
Students with Disabilities	83	82	40	48.8

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	7.09	4.45	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	4.45	0
Female	0	0
Male	8.94	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	4.54	0
Native Hawaiian or Pacific Islander	0	0

Two or More Races	0	0
White	0	0
English Learners	4.85	0
Foster Youth	0	0
Homeless	7.41	0
Socioeconomically Disadvantaged	4.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.41	0

2023-24 School Safety Plan

Staff members and an administrator monitor the school grounds for 25 minutes before school begins, as well as at all recesses and during lunchtime. Teachers regularly review with students the PBIS expectations for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced and locked at all times. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay. Staff provides supervision during the after school program, as well.

We have an updated safety plan and a safety planning committee, which meets once a month and reviews areas of need. The plan includes procedures for emergencies, evacuation routes, and inventories of emergency supplies. We have scheduled fire drills, earthquake drills, and shelter in place drills so that we can be prepared for any emergency. We practice fire drills and earthquake drills monthly, as well as shelter in place drills four times a year. We provide professional development for staff on emergency preparedness. The administration, School Site Council, and District Assistant Superintendent review the plan annually.

Our closed campus is clean and safe, reflecting our pride in our community and 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
K	22	1	3	
1	20	2	1	
2	19	3	4	
3	20	1	6	
4	30		6	
5	30		6	
Other	20	1		

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	3	3	
1	24		3	
2	24		2	
3	22		3	
4	23		3	
5	29		3	
Other	20	1		

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	22	1	3	0
1	21	1	8	0
2	23	0	3	0
3	20	3	0	0
4	22	0	3	0
5	23	0	3	0
6	0	0	0	0
Other	12	2	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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.7

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	\$12,818.78	\$1,554.43	\$6,406.02	\$59,413.92
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	27.5	-20.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-17.1	-41.6

Fiscal Year 2022-23 Types of Services Funded

Federal funds pay for our part-time classroom assistants as well as 50% of our Academic Coordinator. The assistants support the small group reading instruction in in the primary classrooms. The coordinator tracks student achievement and helps set intervention in place for those who need it.

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
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

Radcliff Elementary School has a dedicated staff whose primary focus for the 2023-2024 school year is improving overall student academic achievement. Our staff is focused on our work around the Multi-tiered System of Support process, including our Tier 2 Tier 3 referral system and Tier 2 Tier 3 team who meets every other week. The teaching staff create MTSS plans utilizing goals that are specific, measurable, attainable, and timely for students that need additional intervention. The MTSS plans are progress monitored every 8 weeks. If students have not met their academic or social emotional goals, then the student is referred to our Tier 2 Tier 3 team. The Tier 2 Tier 3 team meets every other week to develop a targeted, specific plan which may include a referral to the Student Study Team. The Student Study Team meeting is held with the teacher, the family, and members of the Tier 2 Tier 3 team in which determined next steps are collaboratively developed.

Radcliff Elementary has an Early Literacy Support Block grant which provides opportunities for support around Early Literacy in kindergarten through third grade. Teachers receive professional development in the implementation and utilization of early literacy skills. Kindergarten through third grade teachers receive professional learning around Benchmark lesson studies twice a year. On Fridays, students are released at 12:55 to allow opportunities for grade level teams to collaborate and analyze data in order to improve instructional strategies based on student needs. Furthermore, there are six Fridays throughout the school year in which teaching staff participate and engage in professional learning with their colleagues.

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	3	10