

# Amesti Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Amesti Elementary School
<b>Street</b>	25 Amesti Road
<b>City, State, Zip</b>	Watsonville, CA 95076
<b>Phone Number</b>	(831) 728-6250
<b>Principal</b>	Carlos Moran
<b>Email Address</b>	juan_moran@pvusd.net
<b>School Website</b>	<a href="https://ame-pajaro-ca.schoolloop.com/">https://ame-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-6049639

## 2022-23 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Dr. Michelle Rodriguez, Superintendent
<b>Email Address</b>	michelle_rodriguez@pvusd.net
<b>District Website Address</b>	<a href="http://www.pvusd.net">www.pvusd.net</a>

## 2022-23 School Overview

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 Wednesdays 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, may 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. Some grade levels observe one another teach and follow up with 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 bilingual classroom instruction from grades K-3, providing an early exit program. We support and encourage students to become bilingual and 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", to all to fifth-grade students participating in research for the slough! 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,

## 2022-23 School Overview

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. 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	70
Grade 2	79
Grade 3	72
Grade 4	93
Grade 5	107
Total Enrollment	486

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.2
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.0
Filipino	1.2
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.8
White	0.6
English Learners	73.3
Foster Youth	0.2
Homeless	18.5
Migrant	12.6
Socioeconomically Disadvantaged	95.5
Students with Disabilities	14.6

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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
<b>Total Teaching Positions</b>	<b>24.80</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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>	0.00	
<b>Misassignments</b>	1.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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)	3.20	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### 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

September 2021

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	Yes	0%

	The Math Learning Center		
<b>Science</b>	California Science, English & Spanish, Harcourt Achieve	Yes	0%
<b>History-Social Science</b>	Reflections: A Child's View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	Yes	

## 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**

9/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 11: Window sticks when close shut/ Outlets don't work/ heater blows cold air
<b>Interior:</b> Interior Surfaces		X		Room 1: Room 27: Room 31: bad outlets/ cachoroches Room K A: Wall paper peeling Room K B: Window is hard to open/ Minor termite damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Office: Office Carpets Dirty and Need Cleaning Room 31: bad outlets/ cachoroches
<b>Electrical</b>	X			Room 3: light bulb out Room 4: light bulb out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 21: Sink drain is slow possible clogg/ one window dosent open Room K A: Wall paper peeling
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Exterior Walls and Paint: Exterior walls have significant dry rot and large areas of flaking paint. Room 25: possible roof leak ceiling tile stain Room 27:
<b>External:</b>	X			



School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				Room 11: Window sticks when close shut/ Outlets don't work/ heater blowes cold air Room 14: right window sticks Room 21: Sink drain is slow possible clogg/ one window dosent open Room 27: Room 6: Window dosen close

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	5	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	8	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	269	266	98.88	1.12	4.51
<b>Female</b>	133	130	97.74	2.26	5.38
<b>Male</b>	136	136	100.00	0.00	3.68
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	258	99.23	0.77	3.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	182	181	99.45	0.55	2.21
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	46	100.00	0.00	4.35
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	254	253	99.61	0.39	3.56
<b>Students Receiving Migrant Education Services</b>	31	31	100.00	0.00	3.23
<b>Students with Disabilities</b>	43	43	100.00	0.00	0.00

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	269	266	98.88	1.12	7.52
<b>Female</b>	133	130	97.74	2.26	6.15
<b>Male</b>	136	136	100.00	0.00	8.82
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	258	99.23	0.77	6.98
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	182	181	99.45	0.55	6.63
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	46	100.00	0.00	10.87
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	254	253	99.61	0.39	7.11
<b>Students Receiving Migrant Education Services</b>	31	31	100.00	0.00	6.45
<b>Students with Disabilities</b>	43	43	100.00	0.00	2.33

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	2.86	7.1	16.22	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	107	105	98.13	1.87	2.86
<b>Female</b>	52	50	96.15	3.85	4
<b>Male</b>	55	55	100	0	1.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	107	105	98.13	1.87	2.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	67	66	98.51	1.49	1.52
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	20	20	100	0	5
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	99	100	0	2.02
<b>Students Receiving Migrant Education Services</b>	12	12	100	0	0
<b>Students with Disabilities</b>	23	23	100	0	4.35

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90%	90%	91%	90%	90%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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 that meets monthly. This very active 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, and our Home and School Club meetings monthly as well. Again, 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	503	228	45.3
Female	248	241	106	44.0
Male	264	261	122	46.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	0	0	0.0
Filipino	8	6	1	16.7
Hispanic or Latino	492	485	219	45.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	6	6	4	66.7
English Learners	370	367	152	41.4
Foster Youth	2	2	1	50.0
Homeless	99	99	42	42.4
Socioeconomically Disadvantaged	490	482	218	45.2
Students Receiving Migrant Education Services	66	66	21	31.8
Students with Disabilities	90	90	49	54.4

## C. Engagement

### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.22	3.68	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.75	0.02	4.40	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.12	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.75	0.00
<b>Female</b>	0.81	0.00
<b>Male</b>	2.65	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.63	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	1.89	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	4.04	0.00
<b>Socioeconomically Disadvantaged</b>	1.84	0.00
<b>Students Receiving Migrant Education Services</b>	3.03	0.00
<b>Students with Disabilities</b>	4.44	0.00

## 2022-23 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. Our SSC/ELAC is very anxious to continue to work with the staff on our safety plan and address any safety needs. 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	18	3	1	
2	22		4	
3	22	1	3	
4	30		2	
5	27		3	
Other	14	4	1	

## 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		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	29.9	1.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-0.4	-25.5

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$46,666	\$54,370
<b>Mid-Range Teacher Salary</b>	\$64,722	\$82,681
<b>Highest Teacher Salary</b>	\$90,640	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$101,669	\$135,283
<b>Average Principal Salary (Middle)</b>	\$107,221	\$141,244
<b>Average Principal Salary (High)</b>	\$117,462	\$152,955
<b>Superintendent Salary</b>	\$222,832	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	26%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

The majority of the 2022-23 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 each week.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4