Schendel 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

School Name	Schendel Elementary School
Street	6114 Schendel Ave.
City, State, Zip	Delhi, CA 95315-0338
Phone Number	(209) 656-2000
Principal	Maria Salazar
Email Address	msalazar@delhiusd.org
School Website	https://www.delhi.k12.ca.us/o/schendel-es
County-District-School (CDS) Code	24753666025415

2022-23 District Contact Information

District Name	Delhi Unified School District
Phone Number	(209) 656-2000
Superintendent	Jose Miguel Kubes
Email Address	jkubes@delhiusd.org
District Website Address	www.delhi.k12.ca.us

2022-23 School Overview

Mission: Schendel School has high expectations for all students and teachers, provides a safe learning environment, involves the community, uses the best resources available, and empowers all students to become life-long learners who are responsible, accountable, and productive citizens in a diverse and technological society.

Delhi is the largest unincorporated city in Merced County. The Delhi Unified School District has a total enrollment of 2,386 students for the 2022-23 school year. Schendel School serves 442 students in Transitional Kindergarten through 6th grade in both a Traditional Education Program, Dual Language Immersion, and self-contained Special Education Classes for all district special needs students in TK-6. Of the 442 students, there are 355 who qualify for free and reduced meals (80.3%), 255 English learners (57.8%), 4 students who qualify as homeless (0.90%), and approximately 53 students qualify for special education services (12.0%). For the purposes of the Local Control Funding Formula, the unduplicated student count is 72% of the school population. Schendel also houses the district wide Transitional Kindergarten and Dual Language Immersion Transitional Kindergarten.

At Schendel Elementary School, our staff is focused on increasing student achievement with instructional methods that reflect current research and proven highly effective classroom practices. Our instructional goals are aligned with measurable academic standards. We continue to provide staff development that includes maintaining fidelity to our core instructional programs focused on research-based highly effective instructional practices. The master schedule continues to provide Tier 2 intervention blocks four times a week in order to support students facing significant learning loss. . This master schedule allows for weekly grade level collaboration to be held so that teachers can leverage peer support and opportunities to consult with support staff. We continue to have the RTI Teacher on Special Assignment work with 2nd - 5th grade students during Tier 3 intervention. New this year, is the addition of an Early Teacher on Special Assignment (TOSA) who provides support for students in the morning before school starts and physical education so that teachers can participate in professional learning committees. In addition to academic needs, we address our students' social-emotional needs by continuing the implementation of Positive Behavior Intervention Support (PBIS) practices, which include reinforcing expected behaviors and instituting alternative approaches to supporting students in need.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	45
Grade 2	63
Grade 3	57
Grade 4	68
Grade 5	52
Grade 6	56
Total Enrollment	403

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.5
Asian	1.2
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.0
White	4.2
English Learners	54.8
Foster Youth	0.0
Homeless	0.7
Migrant	2.5
Socioeconomically Disadvantaged	86.1
Students with Disabilities	9.9

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)	19.90	95.24	97.10	90.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.55	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.90	1.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.98	12115.80	4.41
Unknown	1.00	4.76	5.30	5.01	18854.30	6.86
Total Teaching Positions	20.90	100.00	107.20	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)						
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						
Total Teaching Positions						

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Year and month in which the data were collected	January 2023

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

Reading/Language Arts	TK Ready to Advance - Benchmark Education CO. 2017, TK-6 Benchmark Advance/Adelante - Benchmark Education Co. 2017 and TK-6 Listos y Adelante - Benchmark Education Co. 2017	Yes	0
Mathematics	K - 6 Go Math by Houghton Mifflin	Yes	0
Science	K-3 California Science - Harcourt Brace 2008, 4-5 McGrawHill Science - McMillan McGrawHill 2008 and 6 Earth Science - Holt Rinehart & Winston 2007	Yes	0
History-Social Science	K - 6 Impact California Social Studies McGraw Hill/Impacto	Yes	0

School Facility Conditions and Planned Improvements

Our campus is adequate for the size of our population. The Maintenance Lead at the site, services and maintains the facilities and schedule regular maintenance and custodial services to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning. All site inspections are conducted on a monthly basis by the Lead Maintenance of the site. Site facilities are evaluated using the Facility Inspection Tool (FIT) provided by the State of California Office of Public School Construction (OPSC). The overall ranking of this inspection rated the site in "Good" condition. The most recent evaluation of this site was performed November 2022.

Year and month of the most recent FIT report	November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Refer to FIT report for details.
Interior: Interior Surfaces			X	
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		
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).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	19	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
All Students	241	236	97.93	2.07	32.63
Female	118	115	97.46	2.54	40.00
Male	123	121	98.37	1.63	25.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	225	225	100.00	0.00	31.56
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	13	8	61.54	38.46	--
English Learners	129	124	96.12	3.88	20.97
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	215	210	97.67	2.33	32.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	6.45

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
All Students	243	243	100.00	0.00	16.87
Female	119	119	100.00	0.00	15.97
Male	124	124	100.00	0.00	17.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	227	227	100.00	0.00	17.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	13	13	100.00	0.00	7.69
English Learners	129	129	100.00	0.00	6.20
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	217	217	100.00	0.00	17.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	0.00

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
Science (grades 5, 8 and high school)	8.47	9.26	6.19	11.8	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
All Students	54	54	100	0	9.26
Female	30	30	100	0	10
Male	24	24	100	0	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	47	47	100	0	10.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100	0	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
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.

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	96.3	96.3	96.3	96.3	96.3

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.

2022-23 Opportunities for Parental Involvement

At Schendel School parents play an active role in the academic education and character development of students. There are many opportunities for parents to better support their child's success throughout the school year. Some of the opportunities include:
* School Site Council (SSC)
* English Language Advisory Committee (ELAC)
* 2nd Cup of Coffee
* Back-to-School Night
* Family STEAM Night
* TK/K Orientation
* Loteria Night
* Winter Sing Along
* Parent-Teacher Conferences
* 6 grade camp orientation

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	427	206	48.2
Female	210	200	98	49.0
Male	234	227	108	47.6
American Indian or Alaska Native	2	2	1	50.0
Asian	5	5	2	40.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	408	392	193	49.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	0	0	0	0.0
White	27	26	9	34.6
English Learners	243	239	109	45.6
Foster Youth	0	0	0	0.0
Homeless	15	15	7	46.7
Socioeconomically Disadvantaged	381	369	181	49.1
Students Receiving Migrant Education Services	10	10	4	40.0
Students with Disabilities	64	62	36	58.1

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
Suspensions	4.12	3.04	2.45
Expulsions	0.00	0.29	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
Suspensions	0.22	2.93	0.42	4.36	0.20	3.17
Expulsions	0.00	0.00	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.93	0.00
Female	1.43	0.00
Male	4.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.29	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	3.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.13	0.00

2022-23 School Safety Plan

Schendel and Delhi Unified School District (DUSD) have placed a great emphasis on campus safety and security. Safety drills are conducted regularly for Lockout, Lockdown, Evacuation, and Shelter. Visitors must check in at the front desk and receive proper authorization to be on campus.

Staff members supervise students at all times. The Comprehensive Safety Plan is revised by staff each year to address specific campus needs in order to ensure a safe and orderly learning environment. Components of the Safety Plan include the following:
(A) Child Abuse Reporting Procedures
(B) Disaster Response Procedures (Includes Tactical Information) Administrator's Redbook Emergency Actions Emergency Responses
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
(D) Procedures to Notify Teachers of Dangerous Pupils
(E) Discrimination and Harassment Policies
(F) School-wide Dress Code
(G) Procedures for Safe Ingress and Egress to and from School
(H) A Safe and Orderly School Environment Conducive to Learning
(I) School Discipline Rules on School Discipline
(J) Hate Crime Reporting Procedures and Policies
(K) Procedures adopted under the Safe and Drug-Free Schools Act
(L) Bullying Prevention Policies and Procedures

There is also a Student Handbook that outlines policies for sexual harassment, suspension and expulsion, and dress code, The Comprehensive Safety Plan was last reviewed, updated, and approved at the School Site Council on 1/242023. The Comprehensive Safety Plan will be reviewed and approved by the Board of Trustees on February 7, 2023.

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	20	6		
1	21		18	
2	23		27	
3	27		18	
4	22	9	18	
5	26	1	26	
6	29		19	
Other	12	17	2	

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	16	6		
1	21	9	18	
2	19	9	18	
3	21	9	18	
4	24		18	
5	27		18	
6	35			18
Other	7	18		

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	20	6		
1	14	27		
2	20	18	9	
3	17	27		
4	19	9	18	
5	25		18	
6	23		18	
Other	11	27		

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	
Resource Specialist (non-teaching)	
Other	2.8

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	$10,408	$1,002	$9,406	$93,584
District	N/A	N/A	$11,776	$92,617
Percent Difference - School Site and District	N/A	N/A	-22.4	1.0
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	35.2	16.7

2021-22 Types of Services Funded

State and federal funds are used to provide supplemental support to students in areas such as summer school, tutoring, child nutrition, targeted intervention programs for students with special needs and English language learners. The school site council has adopted goals, action plans, and expenditures to raise the academic performance of student groups not meeting state standards. The following services are provided from some of the categorical funding sources:

- Title I: Summer school, professional development, tutoring, support of the Single Plan for Student Achievement, services to English language learners;
- Title III: services to English language learners coordinated at a district wide level;
- Special Education (federal and state sources): services to students with special needs;
- National School Lunch and Breakfast Program: provide nutritious meals to students; and
- Lottery for textbooks, field trips, equipment replacement, and other one-time expenditures.

The Local Control Funding Formula (LCFF) is the school's main revenue source and provides 75% of district general fund revenues. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students than under the previous categorical grant system. The LCFF is based on student counts and demographics. LCFF is calculated using grade span ADA that have differing grade span funding rates, plus supplemental and concentration grants that provide additional funding for the demographic student populations of low-income, ELS, foster youth and homeless youth. The LCFF funds regular education teachers along with instructional aides, site administrative support, custodial, maintenance, grounds, student transportation, and activities detailed in the 3-year Local Control Accountability Plan (LCAP).

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
Beginning Teacher Salary	$56,481	$48,503
Mid-Range Teacher Salary	$76,923	$74,912
Highest Teacher Salary	$107,620	$100,321
Average Principal Salary (Elementary)	$124,935	$122,160
Average Principal Salary (Middle)	$124,935	$127,632
Average Principal Salary (High)	$137,624	$137,578
Superintendent Salary	$197,020	$198,665
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Over the past 4 years, the primary focus of Professional Development for Elementary Schools has been around ELA and Math. Teachers and Instructional aides have received professional development on the district adopted English Language Arts and Mathematics curriculums to ensure that their instruction is of the highest caliber and rigor. Staff has also received professional development with a focus on most effective strategies to support English Learner and low achieving students. During the 2021-22 school year we began learning about the new data suite (NWEA) to transform our instructional practices within every classroom. In 2022--2023, the NWEA suite continues to be used for data collection and instructional planning. Additional training on NWEA has been provided to teachers to be able to use the reports provided by the system. The system assessments for measuring achievement and growth in K–12 math, reading, language usage so we can tailor instruction to challenge every student, whether they are below, at, or above grade level.
The assessments are available in Spanish and are being administered to our DLI students. The District-Wide approach will provide opportunities for our colleagues to develop vertical strategies to further support our students: we will have data that we will be able to use to support the transition from elementary to middle school, and middle school to high school. The elementary schools are using the reading fluency assessment (which includes speech-recognition technology, group administration, and automatic scoring) to get precise, reliable insights to support early readers. MAP Reading Fluency provides a clear view of early literacy skills and learning needs for an entire class in about 20 minutes.

In 2021-2022, TK teachers received training on Sobrato Early Academic Language (SEAL) strategies to support our TK students. This year, the training has expanded to Kinder teachers via the Emerging Bilingual Collaborative (EBC) grant to support the kinder teachers in using the SEAL strategies.

Professional development opportunities are offered through after school workshops, professional days, early release days, conference attendance, and individual mentoring. District-wide professional development days were held September 6, 2022 and January 9, 2023 The focus of this professional development ws to look at the data provided by the NWEA system to help teachers plan targeted instructional for student needs.

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	63	35	56