West Point Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	West Point Elementary
Street	54 Bald Mountain Rd.
City, State, Zip	West Point, CA 95255-0096
Phone Number	(209) 754-2255
Principal	Katherine Hood
Email Address	khood@calaveras.k12.ca.us
School Website	wpe.custudents.net
County-District-School (CDS) Code	05-61564-6003453

2023-24 District Contact Information

District Name	Calaveras Unified
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
Email Address	mcampbell@calaveras.k12.ca.us
District Website	www.calaveras.k12.ca.us

2023-24 School Description and Mission Statement

West Point Elementary School is a TK-6 school located in the foothills of the Sierra Nevada mountains of California. Our campus sits on land formerly occupied by indigenous people (Mi-wok), and proudly serves approximately 125 students. It is a learning community in which all members are lifelong learners. Respect for one's self and others creates an environment where all members feel free to take the risks necessary to become problem solvers and responsible contributors to society. The learning community finds and uses the best thinking and research about education to ensure growth for all students. West Point Elementary students are held to high academic and behavioral expectations, and we believe that all students can be successful given the proper tools and strategies.

We take great pride in celebrating student achievement through Praise Notes, Mega Skills, and positive behavior reinforcement. Good attendance is emphasized and celebrated each month at whole school assemblies and through the Principal for a Day program. West Point Elementary is a Mindful School. Teachers and students learn and practice mindfulness, a brain science-based program that helps with focus, recognizing one's feelings and emotions, self-regulation, and respectful, kind relationships. Behavior expectations are posted, taught, and encouraged using Positive Behavior Instruction and Support (PBIS) strategies.

West Point Elementary School Mission Statement:
West Point Elementary School inspires academic success, cultivates a growth mindset, and nurtures our diverse community through mindful and focused instruction.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	16
Grade 2	13
Grade 3	19
Grade 4	24
Grade 5	17
Grade 6	10
Total Enrollment	121

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.9%
American Indian or Alaska Native	5.8%
Hispanic or Latino	14.9%
Two or More Races	16.5%
White	60.3%
English Learners	1.7%
Foster Youth	1.7%
Homeless	6.6%
Socioeconomically Disadvantaged	68.6%
Students with Disabilities	14.9%

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)	4.20	100.00	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	4.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	3.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.90	8.25	12115.80	4.41
Unknown	0.00	0.00	7.70	6.48	18854.30	6.86
Total Teaching Positions	4.20	100.00	120.10	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)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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	

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)		
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	

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

There is a sufficient supply of good quality textbooks and instructional materials available at West Point Elementary school. The school is compliant in all aspects of the Williams Act.

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: McGraw-Hill Education - Wonders Grade 6: McGraw-Hill StudySync	Yes	0%
Mathematics	iReady Mathematics	Yes	0%
Science	Grades K-5: FOSS -Full Option Science System, 2007 Grade 6: McMillan/McGraw Hill-California Earth Science, 2008 Mystery Science, current subscription.	Yes	0%
History-Social Science	Grades K-5: Scott Foresman-History-Social Science for CA, 2006 Grade 6: Harcourt-Reflections-Ancient Civilizations, 2007 Studies Weekly - current subscription	Yes	0%
Health	Mendez Foundation-Too Good For Drugs Second Step (SES curriculum) Second Step Bullying Prevention Program	Yes	0%

School Facility Conditions and Planned Improvements

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

Year and month of the most recent FIT report	1/05/2022

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	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		

School Facility Conditions and Planned Improvements

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).

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)	31	38	25	26	47	46
Mathematics (grades 3-8 and 11)	24	18	17	16	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	65	64	98.46	1.54	37.50
Female	36	35	97.22	2.78	37.14
Male	29	29	100.00	0.00	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	37	36	97.30	2.70	41.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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	65	65	100.00	0.00	18.46
Female	36	36	100.00	0.00	13.89
Male	29	29	100.00	0.00	24.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	37	37	100.00	0.00	16.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	15.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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)	--	14.29	17.71	16.61	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	15	15	100.00	0.00	14.29
Female	--	--	--	--	--
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	10.00
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.

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

Parental involvement is encouraged at West Point Elementary. Parents can be involved in decision-making through our Parent-Teacher Group and School Site Council. Parents/guardians who are unable to attend meetings are encouraged to be involved in other ways such as preparing for events, helping with organization, and leading fundraising efforts. Families are invited to participate in our weekly Tuesday walk on the school track, Friday Dance, and family engagements nights. Additionally, families may volunteer in the classrooms, share special skills/talents during enrichment days, participate in the school garden and campus beautification days, and attend special events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	128	123	64	52.0
Female	66	63	34	54.0
Male	62	60	30	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	4	57.1
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	19	19	7	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	20	20	12	60.0
White	81	76	40	52.6
English Learners	2	2	1	50.0
Foster Youth	3	2	2	100.0
Homeless	9	6	5	83.3
Socioeconomically Disadvantaged	93	89	52	58.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	20	15	75.0

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	5.93	3.91	1.39	7.27	8.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.91	0
Female	4.55	0
Male	3.23	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	5.26	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.94	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10	0

2023-24 School Safety Plan

Safety of students and staff is a primary concern for West Point Elementary. The school complies with all laws rules and regulations. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly throughout the school year. Staff and students have been trained in Standard Response Protocol which outlines emergency procedures for Hold, Secure, Lockdown, Evacuate, and Shelter. Special drills, such as lockdowns, have been conducted with law enforcement present on the school grounds. Lockdown drills are practiced at least once per trimester (3 times/year). The lockdowns are practiced so that staff and students know what to do when an unsafe or dangerous situation occurs.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors at school are required to check-in at the front office and are given a badge to wear during their stay on campus.

The Comprehensive Safety Plan was developed by the School Safety Team in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff the means to ensure a safe and orderly learning environment. Each spring, the safety plan is reviewed and revised as required by a committee of parents, teachers, community members, classified personnel, and administrative officials. West Point Elementary Safety Plan was last revised in February 2023, and can be found on the Calaveras Unified School District's webpage (calaverasusd.com)

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

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

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

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	0.5

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	$6594	1093	5501	$67,522
District	N/A	N/A	$7,843	$73,113
Percent Difference - School Site and District	N/A	N/A	-35.1	-4.8
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-18.1	-15.9

Fiscal Year 2022-23 Types of Services Funded

Using its Title I categorical moneys, West Point Elementary is able to provide intervention support for students. Interventions vary and include pull out, grade level instruction in fifth grade math, and focused and targeted intervention reading groups. Tutoring is available for eligible students based on teacher recommendation. Funds are also utilized to allow teachers time needed to analyze student achievement data to ensure that interventions are appropriate and valuable. Title I is also used to fund enrichment opportunities for students and families including school garden activities, poetry instruction, and family nights. School Improvement monies from the state of California provide for instructional aides and substitute time for teachers to attend Student Study Team meetings. The SST team meets with parents to develop plans to help struggling students. In 2023/24, Title I funds are also used to promote social-emotional learning and student/staff wellbeing. Improvements to facilities to encourage physical activity and outdoor learning are some examples.

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	$46,380	$50,875
Mid-Range Teacher Salary	$64,412	$79,761
Highest Teacher Salary	$94,257	$103,045
Average Principal Salary (Elementary)	$99,042	$128,154
Average Principal Salary (Middle)	$113,410	$131,774
Average Principal Salary (High)	$137,473	$142,676
Superintendent Salary	$159,796	$211,462
Percent of Budget for Teacher Salaries	27.38%	30.11%
Percent of Budget for Administrative Salaries	5.28%	5.49%

Professional Development

Calaveras Unified School District supports staff development by offering a variety of trainings and support for teachers throughout the year.
At the site level, West Point Elementary invests 10% of its Title I money each year in professional development. Many teachers attend trainings at the school district and county offices. Some teachers have traveled to other regions for trainings. Professional learning is shared at staff meetings, and informally amongst staff in order to collaborate, reflect on, and improve student learning. The district ILT (Instructional Leadership Team) meets to prioritize professional development needs and requests, and works with district leaders to develop, or find appropriate professional learning opportunities. On CORE days, professional learning is focused around the district's Signature Practices: Academic Discussion, Writing, Formative Assessment, and Foundation of Positive Relationships. At West Point Elementary, all teachers, a paraeducator and the administrator completed coursework through Mindfulschools.org. Mindfulness and Trauma Informed education continues to be a focus for staff development at West Point Elementary. In 2022/23, teachers also completed professional development to support new curriculum adoptions including math and social-emotional learning.

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

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