

Los Perales Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Los Perales Elementary School
Street	22 Wakefield Dr.

City, State, Zip	Moraga, CA 94556
Phone Number	925 631-0105
Principal	Position Open
Email Address	Position Open
School Website	https://lp.moraga.k12.ca.us/
County-District-School (CDS) Code	07617476003933

2023-24 District Contact Information

District Name	Moraga Elementary School District
Phone Number	925 376-5943
Superintendent	Julie C. Parks
Email Address	jparks@moraga.k12.ca.us
District Website	www.moraga.k12.ca.us

2023-24 School Description and Mission Statement

Los Perales Elementary School is a K-5 elementary school located in the Moraga School District. The total enrollment in 2022-2023 is 378, and the average class size is 22 students. All classrooms have teaching assistants who work from five to eight hours per week, depending on grade-level assignments. The school has a number of programs in addition to regular classroom activities. Art, Music, Science, and Physical Education programs are delivered to all students by teachers credentialed in those areas. Weekly scheduled library time is provided to all grade levels. A district technology teacher on special assignment supports teachers and students in integrating and accessing technology in the curriculum. TK-2nd grade students have access to iPads and 3rd-5th grade students have access to Chromebooks.

An English Language Learner (ELL) program is offered to those students who qualify for this service. Our Special Education staff consists of two Education Specialists and a part-time assistant, a part-time School Psychologist, a part-time Occupational Therapist, and a part-time Speech and Language Pathologist. Los Perales Elementary has three part-time literacy intervention tutors who support students in their literacy development. A school counselor is available five days a week to support student needs and school-wide, social, and emotional learning.

Los Perales Elementary's staff, students, and parents are committed to meeting the needs of all who attend by providing an effective instructional program designed to improve students' academic, social, and physical growth. Moraga School District works in partnership in order to deepen the district's equity work to support a strong foundation in anti-racist practices and inclusion. Monthly meetings with district and site leadership, teachers, parents, and community members focus their work on plans that promote a safe and diverse environment that supports and provides a welcoming environment for all of our community members. We are in full support of the mission of the Moraga School District to provide a supportive and challenging academic environment that encourages critical and creative thinking, maximizes individual students' strengths, and motivates them to be lifelong learners and responsible citizens. This is accomplished by a dedicated team of educators, parents, community members, and students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	68
Grade 2	43

Grade 3	72
Grade 4	64
Grade 5	63
Total Enrollment	375

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.5%
American Indian or Alaska Native	0.3%
Asian	20.8%
Black or African American	1.6%
Filipino	1.3%
Hispanic or Latino	10.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	17.9%
White	44.5%
English Learners	5.3%
Foster Youth	0.3%
Socioeconomically Disadvantaged	16.5%
Students with Disabilities	8.5%

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)	18.50	99.14	79.80	92.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.10	0.20	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.91	1.50	1.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.30	1.57	12115.80	4.41
Unknown	0.00	0.00	3.70	4.37	18854.30	6.86
Total Teaching Positions	18.60	100.00	86.60	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)	17.00	93.05	77.70	91.58	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	6.95	1.80	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	2.36	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.88	11953.10	4.28
Unknown	0.00	0.00	2.50	3.05	15831.90	5.67
Total Teaching Positions	18.20	100.00	84.90	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	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

All students were assigned adopted textbooks and materials. The Moraga School District convenes textbook committees to help in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon predetermined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners. Books have been purchased for all core academic areas at all grade levels. Textbooks are California Department of Education-approved and California Standards-based. A public hearing is held each year and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

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-5th Reading and Writing Units of Study, (2015); Grades K-2nd Wilson Foundations (2018)	Yes	0
Mathematics	Grades K-5th Houghton Mifflin Harcourt - Math Expressions (2015)	Yes	0
Science	Grades K-5th Next Generation FOSS (2019)	Yes	0
History-Social Science	TCI Social Studies Alive (2021)TCI Social Studies Alive! (2021)	Yes	0
Foreign Language	N/A		

Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Los Perales Elementary School is currently comprised of eight buildings, including a gymnasium, library, one computer lab, a music room, and an after school daycare facility. Through funding provided by Measure V, modernization efforts commenced at the beginning of the Summer of 2020 and remain active as of December 2020. The district-wide project intends to vastly improve the student experience through such initiatives as renovated classrooms and a redesigned main office. Furthermore, outdoor walking paths with worn-out concrete and elevated sections are to be fixed completely.

Los Perales Elementary School provides a safe and clean environment for students, staff, and community members. Site custodians ensure a sanitary learning space through daily work that is supervised and inspected by site principals on a routine basis. All classrooms, restrooms, and athletic centers are prioritized on the regular cleaning schedule. Outside trash is collected daily to reduce an unwanted animal presence on the school campus. The district recently purchased disinfectant foggers and trained select site staff on their proper usage. The site principal and custodians work in conjunction with the district Director of Buildings and Grounds to seek ways to increase the cleanliness of the LP campus regularly. The school is inspected annually by the Fire Marshal and periodically by school site administrators.

The repair and maintenance of Los Perales Elementary School are prioritized and implemented by the Director of Buildings and Grounds. Work is carried out by the members of the Maintenance Department to ensure that the facilities remain in excellent repair. Generally, site custodians, secretaries, and principals submit tickets through the work order system for the Director of Buildings and Grounds to receive. Emergency repairs are given the highest priority, as is anything that poses a threat to student safety. Priorities for the Maintenance Department to address are the roofs for the Redwood, Sequoia, and Birch Buildings.

Year and month of the most recent FIT report	December 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVACs replaced in 2021.
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		Three roofs identified as needing renovations.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace windows in 2-4 years.

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)	85	80	82	81	47	46
Mathematics (grades 3-8 and 11)	83	79	77	75	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	197	195	98.98	1.02	80.00
Female	92	91	98.91	1.09	84.62
Male	104	103	99.04	0.96	75.73
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	87.80
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	68.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100.00	0.00	83.33
White	89	88	98.88	1.12	78.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	72.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	43.48

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	197	197	100.00	0.00	78.68
Female	92	92	100.00	0.00	82.61
Male	104	104	100.00	0.00	75.96
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	85.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	73.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100.00	0.00	83.33
White	89	89	100.00	0.00	76.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	70.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	43.48

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)	73.85	68.25	71.90	72.98	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	63	63	100.00	0.00	68.25
Female	33	33	100.00	0.00	75.76
Male	29	29	100.00	0.00	62.07
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	83.33
White	23	23	100.00	0.00	65.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	58.33
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	63	63	63	63	63

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents/guardians are an integral part of the learning community at Los Perales School. Our parent/guardian community is well-informed, and we make much effort to include parents and guardians in all aspects of the school's function. Parents/guardians volunteer with school projects and activities and help at home with many projects and assignments. Our PTA offers many opportunities for parents/guardians to be involved in school and community-related events such as serving as committee chairs and members, fundraising activities, legislative action, communication with other parents, and school-wide clean-up days. The Moraga Education Foundation (MEF) raises funds from the community in support of selected instructional programs. Our parent/guardian community financially supports school personnel, activities, and events through many significant, generous donations.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	379	8	2.1
Female	178	178	3	1.7
Male	202	200	5	2.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	79	79	1	1.3
Black or African American	7	7	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	39	39	1	2.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	68	67	1	1.5
White	169	168	4	2.4
English Learners	27	27	1	3.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	69	69	1	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	3	8.1

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.

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	0.00	0.00	0.05	0.45	0.62	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The District's Student Safety Committee, comprised of parents, classified staff, teachers, administrators, superintendent, and at least one governing board member and representatives from the police department and the Child Abuse Prevention Council as needed, meet at least four times a year to monitor the District's Comprehensive Safety Plan or CSP. The Student Safety Committee develops annual CSP goals and ensures the CSP is compliant per SB 187. The CSP is annually approved by the Governing Board by June.

The plan consists of two sections:

1. The "Comprehensive School Safety Plan" (Section II), which includes all components required by Education Code 32281-32282 except for the emergency preparedness components.
2. The "Emergency Preparedness Plan" (Section IV) includes disaster procedures (routine and emergency), including earthquakes and other man-made or natural disasters.

Individual school sites have developed site specific emergency plans and procedures for a variety of different types of emergencies, including:

1. Pre-Disaster Procedures
2. Evacuation routes
3. Incident Command and Staff Assignments (roles and responsibilities)
4. Operations
5. Safety/Security
6. Planning
7. Student Release
8. Communications
9. Pandemics

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	21	1	2	
2	21	1	2	
3	22		3	
4	23		3	
5	25		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	20	2	1	
1	20	2		
2	22		3	
3	20	2	1	
4	20	3		
5	23		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	23	0	3	0
2	22	0	2	0
3	24	0	3	0
4	21	0	3	0
5	21	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

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	\$8,808.87	\$136.12	\$8,672.75	\$87,914.92
District	N/A	N/A	\$9,915.44	\$81,920
Percent Difference - School Site and District	N/A	N/A	-13.4	7.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	13.1	-0.4

Fiscal Year 2022-23 Types of Services Funded

The following is a partial list of types of services funded: Art, PE, Music, Science and Library programs; English Language Learner (ELL) Program; Diversity, Equity Inclusion, and Belonging support for teachers; literacy assessments; Co-teaching program; TK-5 Counseling and Psychologist Services; Literacy, Technology, and Science Teachers on Special Assignment; Instructional Assistants, Literacy Tutors; Student and Staff Technology; SpEd Assessments; Professional Development.

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	\$55,251	\$54,046
Mid-Range Teacher Salary	\$74,389	\$84,515
Highest Teacher Salary	\$105,655	\$110,867
Average Principal Salary (Elementary)	\$163,372	\$136,841
Average Principal Salary (Middle)	\$172,102	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$228,000	\$217,473
Percent of Budget for Teacher Salaries	31.38%	32.43%
Percent of Budget for Administrative Salaries	6.84%	5.62%

Professional Development

Professional development opportunities are aligned to the District's LCAP goals. The Moraga School District held five professional development days during the 2022-23 school year. The focus of these days was to support teachers' collaboration around the four questions of a professional learning community (What do students need to know? How do we know each student has learned it? How will we respond when they haven't learned it yet? How will we extend learning for those that have already learned it?), school climate and belonging, social emotional learning, and the implicit bias.

The MSD Teacher on Special Assignment (TOSA) continued to support classroom teachers with lesson demonstrations, resources to support classroom instruction, and differentiated growth opportunities for teachers. In addition, teachers new to MSD worked closely with our TOSA to plan curriculum and participate in coaching cycles.

Throughout the year, during staff meetings, weekly collaboration, and after school meetings, teachers participated in collaborative professional development at school sites and across the district that provided them the opportunity to build capacity and share best student engagement practices. New teachers participated in the Teachers Induction Program (TIP) through the Contra Costa County Office of Education.

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	5	5	5