

# Clarksburg Middle 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

<b>School Name</b>	Clarksburg Middle School
<b>Street</b>	52870 Netherlands Rd.
<b>City, State, Zip</b>	Clarksburg, CA 95612-5078
<b>Phone Number</b>	(916) 744-1714
<b>Principal</b>	Craig Cornelson
<b>Email Address</b>	rcornelson@rdusd.org
<b>School Website</b>	<a href="https://rdusd-">https://rdusd-</a>
<b>County-District-School (CDS) Code</b>	34674130112078

## 2023-24 District Contact Information

<b>District Name</b>	River Delta Joint Unified
<b>Phone Number</b>	(707) 374-1700
<b>Superintendent</b>	Katherine Wright
<b>Email Address</b>	kwright@rdusd.org
<b>District Website</b>	<a href="https://rdusd-ca.schoolloop.com/">https://rdusd-ca.schoolloop.com/</a>

## 2023-24 School Description and Mission Statement

Clarksburg Middle School provides a comprehensive educational experience for all middle school students. From the safety of our small campus, we will provide a respectful learning environment, a rigorous and effective instructional program, and all aspects of the school will contribute to providing students with the skills they need to be successful learners. The middle school curriculum and structure is designed to prepare students for successful entry into the high school setting.

**Mission:** To provide a high quality and equitable education for all students in a committed learning community. Students will achieve at their highest potential through participation in academics, the arts, athletics, AVID, and agriculture programs.

**Vision:** All students at Delta High School and Clarksburg Middle School are educated for college and career readiness and individually prepared to become citizens who show respect, make good decisions, and think critically to solve problems.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	64
Grade 8	72
Grade 9	64
<b>Total Enrollment</b>	<b>200</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Asian	0.5%
Black or African American	1.5%
Filipino	0.5%
Hispanic or Latino	72%
Native Hawaiian or Pacific Islander	1%
Two or More Races	5%
White	18%
English Learners	25%
Homeless	3.5%
Migrant	20.5%
Socioeconomically Disadvantaged	64.5%
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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.10	74.27	105.00	84.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.20	18.28	3.90	3.17	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	7.36	8.50	6.86	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.30	5.11	18854.30	6.86
<b>Total Teaching Positions</b>	12.30	100.00	123.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.40	68.45	97.00	82.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.10	19.69	5.00	4.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	7.08	8.80	7.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.70	0.59	11953.10	4.28
<b>Unknown</b>	0.50	4.60	6.20	5.30	15831.90	5.67
<b>Total Teaching Positions</b>	10.80	100.00	117.80	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	0.90	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.90</b>	<b>0.70</b>

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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	15.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.9	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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grades 7-9, Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021		
<b>Mathematics</b>	Big Ideas Learning, Larson Big Ideas Math: Course 1-3, Grades 7-8, Adopted in 2014; Big Ideas Learning, Larson Big Ideas: Algebra 1, Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.  The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021	Yes	0%
<b>Science</b>	Grades 7 and 8 Elevate Science by Pearson adopted in 2019; Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019; Pearson Prentice Hall Earth Science adopted 2019. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.  The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
<b>History-Social Science</b>	Pearson Medieval Early Times Grade 7 Adopted in 2018 Pearson Middle Grades American History: Growth and Conflict Grade 8 Adopted in 2018 Glencoe, World History: The Modern Era Grade 9, Geography, Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.  The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
<b>Foreign Language</b>	Spanish 1: Holt McDougal, Avancemos: Level 1, Grade 9, Adopted in 2008 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.  The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
<b>Health</b>	Holt, Rinehart, Winston Decisions for Health, Level Red Grade 7 Adopted in 2005 Holt, Rinehart, Winston Decisions for Health, Level Blue Grade 8 Adopted in 2005 Holt, Rinehart, Winston Lifetime	Yes	0%

	Health Grade 9 Adopted in 2005.  Puberty Talk Seminars for Grades 5-7, Teen Talks Seminars for grades 9-12 by Health Connected adopted 2022.  There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.		
<b>Visual and Performing Arts</b>	All students have access to the associated and appropriate instructional materials and supplies	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Clarksburg Middle School has 8 permanent classrooms and includes an administrative section of the building for the school secretary, school nurse, and administration. It has a blacktop area that includes basketball courts, playing fields and a play structure that is shared with Delta Elementary Charter School. Students, parents, and staff consider Clarksburg Middle School a very safe and clean facility. Clarksburg Middle School is blessed in that the local community provides a watchful eye within our small community, contacting the school if they observe suspicious activity. All staff teach in their own classroom and have access to mobile Chromebook carts. All classrooms have telephones and each teacher has a computer with internet access. The district and school are currently working with a community organization to build a recreational facility that will increase opportunities for new sports offerings and updated locker rooms, baseball/softball fields, tennis courts, and soccer fields, along with a running/walking trail and swimming pool. Our school cafeteria and band room renovation project is underway and we are excited and ready to celebrate its completion in the the spring of 2024.

Our team has replaced air filters and provides all general and preventative maintenance and complete repair requests in a timely manner. Our school site council has a standing agenda item to report out on current projects for public awareness and an opportunity for ongoing input. The site council as well as the public assist with identifying concerns and make recommendations from their perspective, and there is a regular facilities update at every school site council meeting.

### Maintenance and Repair Process:

We continue to use SchoolDude software for all requests for maintenance and repairs and administration and the custodial staff have excellent communication to resolve any issues that need immediate attention. SchoolDude provides a direct link to our Director of Maintenance, Operations, and Transportation and he is always aware of our campus needs as he monitors the system for new requests, progress on tasks, and completion.

### Cleaning Process:

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

### Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

### Year and month of the most recent FIT report

1/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. . Restrooms are in



## School Facility Conditions and Planned Improvements

				<p>poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p><b>Interior:</b> Interior Surfaces</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p><b>Electrical</b></p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p>



## School Facility Conditions and Planned Improvements

				<p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	29	22	43	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	11	27	23	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
<b>All Students</b>	136	133	97.79	2.21	21.80
<b>Female</b>	74	73	98.65	1.35	24.66
<b>Male</b>	62	60	96.77	3.23	18.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	110	108	98.18	1.82	20.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	33.33
<b>English Learners</b>	39	38	97.44	2.56	5.26
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	103	100	97.09	2.91	19.00
<b>Students Receiving Migrant Education Services</b>	30	28	93.33	6.67	14.29
<b>Students with Disabilities</b>	13	11	84.62	15.38	18.18

## 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
<b>All Students</b>	136	136	100.00	0.00	11.03
<b>Female</b>	74	74	100.00	0.00	8.11
<b>Male</b>	62	62	100.00	0.00	14.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	110	110	100.00	0.00	10.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	20.00
<b>English Learners</b>	39	39	100.00	0.00	2.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	103	103	100.00	0.00	7.77
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	6.67
<b>Students with Disabilities</b>	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
<b>Science</b> (grades 5, 8 and high school)	15.38	7.04	24.88	18.69	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
<b>All Students</b>	72	71	98.61	1.39	7.04
<b>Female</b>	36	35	97.22	2.78	2.86
<b>Male</b>	36	36	100.00	0.00	11.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	60	98.36	1.64	5.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	20	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	57	98.28	1.72	7.02
<b>Students Receiving Migrant Education Services</b>	18	17	94.44	5.56	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	NA	NA	NA	NA	NA
Grade 7	98.4	100	98.4	98.4	96.8
Grade 9	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

Clarksburg Middle School supports and encourages parental, guardian, and community involvement through the following organizations: Delta Heavenly Boosters, Friends of Clarksburg, Walnut Grove Rotary, Spirited Saints, and Agriculture Boosters assist with providing students and teachers with materials and supplies through generous donations and fundraising events. The English Learner Advisory Council (ELAC), Ag Advisory Committee, and the School Site Council (SSC) assist with education and activity planning for students. The school community can also post through Parent Square, our school marquee, and the District website, and do receive regular updates from our Looking Ahead school flyer and school webpage located on the District website. The before mentioned groups meet regularly throughout the school year and actively engage in the school planning and implementation process of educational goals. The dates and times of the meetings are listed through the school communication system and scheduled on the school's events calendar. The organizations have open attendance and new participants are always welcome. Parents and community members are invited to many school activities and events throughout the year, including Back-to-School Night, Academic Forums, College/Career events, Associated Student Body (ASB) activities, Athletic Events, Future Farmers Association (FFA) events, and Visual and Performing Arts concerts and dramas. Virtual events are available, if a parent requests a virtual option and translators and devices are accessible to ensure all families can access school information. There is a rich tradition of community support and parental involvement, especially as topics relate specifically to education and academics.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	210	58	27.6
Female	110	107	28	26.2
Male	109	103	30	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	160	153	48	31.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	2	20.0
White	38	36	6	16.7
English Learners	55	53	23	43.4
Foster Youth	0	0	0	0.0
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	154	149	49	32.9
Students Receiving Migrant Education Services	45	44	15	34.1
Students with Disabilities	22	19	7	36.8

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	10.33	10.50	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.5	0
Female	7.27	0
Male	13.76	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	9.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.89	0
English Learners	12.73	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	11.69	0
Students Receiving Migrant Education Services	4.44	0
Students with Disabilities	9.09	0

## 2023-24 School Safety Plan

The Delta High School and Clarksburg Middle Site Safety Committee review and update this plan for the current school year. The document was approved by the school site council and Board in December of 2023. School staff and students practice regularly scheduled drills based on the school safety plan. The plan consists of a multitude of procedures and protocols that include reports of maintenance concerns, mental health/harassment/bullying/graffiti reports, and behavioral expectations for students and visitors to campus. The plan focuses on a collaboration between the community, parents, students, and teachers to resolve any issue together, in the most effective way possible.

Components of the plan also include specific protocols for emergency situations that may arise that include, but are not limited to, stray animals, all emergency drills, and other events such as natural disaster, power outage, and threats.

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	4	
Mathematics	15	6		
Science	28		4	
Social Science	24	1	2	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	8	3	
Mathematics	21	3	3	
Science	21	2	2	
Social Science	23	2	2	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	3	2	1
Mathematics	12	6	2	0
Science	23	1	3	0
Social Science	30	0	2	1

## 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	285.71

## 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)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	7926	2196	5730	59297
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-17.5	-1.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-14.0	-28.7

## Fiscal Year 2022-23 Types of Services Funded

River Delta Unified School District provides educational services, transportation, food services, health screenings, instructional materials, and maintenance upkeep for facilities. Supplemental programs are funded through LCFF.

Clarksburg Middle School receives undesignated block grant, LCFF, and Lottery funding to support our student needs. These funds support counseling services, professional development, English Language Development (ELD), Special Education, GATE, and our Athletics programs. Additionally, CMS receives funding for Migrant Education Advisor Program (MEAP) for qualifying students.

## 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
<b>Beginning Teacher Salary</b>	\$48,482	\$50,875
<b>Mid-Range Teacher Salary</b>	\$65,313	\$79,761
<b>Highest Teacher Salary</b>	\$86,350	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$120,312	\$128,154
<b>Average Principal Salary (Middle)</b>	\$91,308	\$131,774
<b>Average Principal Salary (High)</b>	\$125,654	\$142,676
<b>Superintendent Salary</b>	\$169,987	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	30.76%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.85%	5.49%

## Professional Development

New teachers to our district were offered a two-day training prior to the start of the contracted first day of work for teachers. Professional development for all staff happens at the beginning of the year during the pre-service days with emphasis on providing engaging and relevant instruction for students as well as supporting their continued social/emotional well-being. The Special Education team of teachers receive site-specific training to ensure that the services in a student's educational path is followed. The staff will also be focusing on components of professional learning communities (PLC) and academic conversations to ensure rigor and high academic standards in the classroom.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1.5	2	2