

# Knights Ferry Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Knights Ferry Elementary School
<b>Street</b>	12726 Dent Street
<b>City, State, Zip</b>	Knights Ferry CA, 95361
<b>Phone Number</b>	(209) 881-3382
<b>Principal</b>	Lindsey Moore
<b>Email Address</b>	lmoore@kfesd.org
<b>School Website</b>	www.knightsferryesd.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	50-71142-6052609

## 2025-26 District Contact Information

<b>District Name</b>	Knights Ferry Elementary School
<b>Phone Number</b>	(209) 881-3382
<b>Superintendent</b>	Lindsey Moore
<b>Email Address</b>	lmoore@kfesd.org
<b>District Website</b>	www.knightsferryesd.org

## 2025-26 School Description and Mission Statement

### Vision Statement

Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

### Mission Statement

Knights Ferry School District, in partnership with families and the broader community, is dedicated to ensuring that each student receives a challenging, high-quality education in a safe and supportive environment. We are committed to:

- Implementing high standards of teaching and learning
- Developing students who demonstrate self-confidence, integrity, and pride in their community as responsible, self-directed, and productive citizens
- Fostering a love of learning, collaboration, and individual creative expression
- Preparing well-rounded students equipped to make successful transitions throughout their lives

### School Goals

Knights Ferry Elementary School is focused on delivering a meaningful and engaging educational experience through:

- Integrating place-based and community-centered instructional opportunities across all curricular areas
- Emphasizing project-based learning connected to local community resources
- Providing engaging STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities that address relevant local issues
- Promoting student leadership and agency within the learning environment
- Encouraging collaboration among parents, community members, and the District in developing instructional programs and facilities
- Involving parents meaningfully in the instructional program planning and review process
- Supporting high-quality instruction through teacher-led professional development initiatives

### Positive Behavior Interventions and Supports (PBIS) Core Values

## 2025-26 School Description and Mission Statement

Knights Ferry Elementary promotes positive behavior through our ROARS values:

- Respect
- Ownership
- Attitude
- Responsibility
- Safety

These values guide the daily behavior and decision-making of students and staff, supporting a safe and respectful learning environment for all.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	16
Grade 2	15
Grade 3	12
Grade 4	5
Grade 5	15
Grade 6	10
Grade 7	8
Grade 8	4
<b>Total Enrollment</b>	<b>106</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.7
Male	44.3
American Indian or Alaska Native	0.9
Hispanic or Latino	16
Two or More Races	1.9
White	68.9
English Learners	4.7
Socioeconomically Disadvantaged	15.1
Students with Disabilities	13.2

## **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.

## 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	100	7	100	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	7	100	7	100	279044.8	100

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.

## 2022-23 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	100	7	100	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	7	100	7	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	6	85.71	6	85.71	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	14.29	1	14.29	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0	0	13705.8	4.91
<b>Total Teaching Positions</b>	7	100	7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In addition to the state-adopted core instructional materials, Knights Ferry Elementary School supplements the curriculum with a range of standards-based enrichment and intervention resources. These materials are carefully selected to ensure that all students have equitable access to meaningful learning opportunities and the support necessary to reach their full academic potential.

### Enrichment Materials

Enrichment materials are used to challenge and extend the learning of students who are performing at or above grade level. These resources may include:

- Advanced textbooks and instructional materials
- Project-based learning opportunities
- Independent study projects

### Intervention Materials

Remedial or intervention materials are used to support students who need additional assistance in meeting grade-level standards. These supports may include:

- Targeted tutoring sessions
- Small group instruction
- Computer-based adaptive learning programs

Our instructional staff utilizes multiple data sources, including assessments, classroom performance, and teacher observations, to identify students who may benefit from enrichment or additional support. All supplemental materials are aligned with California state standards to ensure instructional consistency and rigor.

We believe that every student deserves access to high-quality instruction tailored to their individual learning needs. By thoughtfully supplementing the core curriculum, we provide both the challenge and support necessary to help all students thrive.

**Year and month in which the data were collected**

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017-McGraw Hill Wonders K-6 2017-Amplify ELA 7-8	0%
<b>Mathematics</b>	2019: Eureka / Engage NY math grades K-8	0%

<b>Science</b>	2023 Savvas Learning California Science Curriculum Elevate Science grades K-8	0%
<b>History-Social Science</b>	2019 Teachers Curriculum Institute-social studies grades K-8	0%
<b>Foreign Language</b>	NA	
<b>Health</b>	NA	
<b>Visual and Performing Arts</b>	NA	
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Knights Ferry Elementary School is situated on 7.717 acres and includes two main buildings and four portable classrooms. One main building, rebuilt in 1974, houses a classroom, multipurpose room, cafeteria, staff room, work room, student and staff restrooms, and storage areas. The second building, constructed in 1988, contains three classrooms, the administrative office, and additional student and staff restrooms. Portable classrooms, added between 1983 and 2005, accommodate enrollment growth and continue to serve as active learning spaces.

The school remains in very good condition. Buildings and grounds are cleaned and maintained regularly, with daily custodial services scheduled from 10:30 a.m. to 7:00 p.m. Routine upkeep and repairs ensure that all facilities remain safe and functional.

Recent facility upgrades completed within the last three years (2022–2025) include:

- Installation of new tanbark in both playground areas
- Replacement carpeting in the Kindergarten classroom
- Exterior painting and repair of building surfaces
- Replacement of a restroom stall door in the girls' bathroom
- Repairs following storm damage

A comprehensive Facilities Master Plan was presented to the community and School Board in October 2023, guiding ongoing and future site improvements. The District received state funding in January 2024 to support facility modernization. As part of this work, the parking lot was modernized and completed in August 2024.

The most recent Facilities Inspection Tool (FIT) report was completed in December 2025, confirming that the school continues to be in good repair with no major structural issues. A full fire inspection was conducted by the Fire Marshal in December 2024, with minor follow-up items noted, including the inspection of a portable classroom's fire sprinkler system and completion of a fire alarm system test.

Priority facility projects identified for continued campus improvement include:

- Installation of a new security camera system
- Upgrades to outdoor lighting
- Evaluation of fencing enhancements at the front of the school to support campus safety

These projects are either in development or under consideration as part of the school's ongoing efforts to maintain a safe and secure learning environment.

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

August 3, 2024

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Several HVAC units were not functioning properly and require servicing.
<b>Interior:</b> Interior Surfaces	X			Cracked countertops, stained carpet, and paint are areas in need of repair or replacement.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Multiple classrooms and shared spaces require deep cleaning and improved organization.
<b>Electrical</b>		X		Issues included insufficient lighting in some rooms, obstructed electrical panels, and a recommendation to evaluate the main electrical switch gear.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			A few restrooms and drinking fountains require repairs, including sharp edges, non-functional bubblers, and sink replacements.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire exit routes were blocked in some areas, and fire door hardware needs maintenance.
<b>Structural:</b> Structural Damage, Roofs	X			Some exterior siding shows signs of dry rot, and several windows are leaking.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Emergency egress gates on the playgrounds were not latching or locking properly, creating a safety concern. The asphalt between buildings was also flagged for future replacement, with a recommendation to consider concrete and area drains.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	66	49	66	47	48
<b>Mathematics</b> (grades 3-8 and 11)	38	58	38	58	35	37

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	54	53	98.15	1.85	66.04
Female	32	31	96.88	3.12	70.97
Male	22	22	100.00	0.00	59.09
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	12	12	100.00	0.00	66.67
White	35	34	97.14	2.86	67.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	54	53	98.15	1.85	58.49
<b>Female</b>	32	31	96.88	3.12	58.06
<b>Male</b>	22	22	100.00	0.00	59.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	66.67
<b>White</b>	35	34	97.14	2.86	52.94
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	14	100.00	0.00	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	38.1	21.05	38.1	21.05	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	19	19	100.00	0.00	21.05
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<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>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
Grade 7	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.

#### 2025-26 Opportunities for Parental Involvement

Knights Ferry Elementary School benefits from strong and consistent parent involvement. The school community is supported by an active Parent Teacher Club (PTC), led by President Carli Brown, who can be reached at (209) 881-3382.

The PTC plays a vital role in supporting school programs by raising substantial funds to enrich the student experience beyond what is covered by the District's core programs. These funds support activities such as the Extended Learning Experience at Sutter's Fort and a variety of extracurricular events. For the 2025 school year, the PTC is also sponsoring school-wide Accelerated Reader trips for students who meet their reading goals.

Parent volunteers are an integral part of campus life, particularly in classrooms for grades K–4. Parents regularly support school events, including the Halloween Carnival, Winter Program, Ag Day, Water Day, and other special activities. Additionally, they serve as drivers and chaperones for field trips, helping extend learning beyond the classroom.

Two-way communication with families is a priority at Knights Ferry School. Class Dojo is used consistently in all classrooms and at the District level to share updates and maintain regular contact with families.

The school also hosts "Blacktop Socials" every other month, providing informal opportunities for parents and families to connect with one another and with staff.

Parents are actively involved in school planning and decision-making processes, including participation in the development and review of the Comprehensive School Safety Plan and the Local Control and Accountability Plan (LCAP).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	110	107	10	9.3
Female	59	59	9	15.3
Male	51	48	1	2.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	17	1	5.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	74	74	9	12.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	24	21	4	19.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	1	6.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.8	4.1	0	0.8	4.1	0	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Knights Ferry Elementary School is committed to maintaining a safe and secure environment for all students, staff, and visitors. The school maintains a comprehensive School Safety Plan that includes:

- A FEMA-recommended Hazard Mitigation Plan developed in collaboration with Stanislaus County
- A Campus Emergency Procedures Plan
- A Safety Plan developed by the site Safety Committee
- An off-campus evacuation procedure

This plan is reviewed and updated annually in January and February. It is available for public review at the school office and on the District website at [www.knightsferryesd.org](http://www.knightsferryesd.org)

Regular intruder drills are conducted to ensure staff and students are well-prepared for emergency situations. These drills are an integral part of the school's commitment to emergency readiness.

The District has adopted a Positive Behavior Intervention and Supports (PBIS) framework to guide student behavior and promote a positive school climate. PBIS was initiated in June 2019 with support and training from the Stanislaus County Office of Education. Since then, school-wide procedures and expectations have been developed and implemented across all classrooms.

Knights Ferry's PBIS values, ROARS (Respect, Ownership, Attitude, Responsibility, Safety), are fully integrated into daily routines and disciplinary practices. A behavior matrix supports consistent expectations and responses.

## 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.

## 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	20	1	0	0
1	14	1	0	0
2	4	1	0	0
3	16	1	0	0
4	17	1	0	0
5	16	1	0	0
6	13	1	0	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	0	0
1	15	1	0	0
2	14	1	0	0
3	5	1	0	0
4	16	1	0	0
5	13	1	0	0
6	12	1	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	1		
1	16	1		
2	15	1		
3	12	1		
4	5	1		
5	15	1		
6	10	1		

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,029	\$3,058	\$12,971	\$65,720
District	N/A	N/A	\$12,971	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	15.1	-25.9

## Fiscal Year 2024-25 Types of Services Funded

Knights Ferry Elementary School utilizes a combination of federal, state, and local funding sources to support a wide range of academic and support services designed to meet student needs and enhance instructional quality. These funds help deliver academic interventions, particularly in reading, through the use of trained instructional aides, supplemental curricula, and other support materials.

State Funded Programs:

The school also benefits from several state-level funding sources which support curriculum enhancement, instructional materials, and ongoing professional learning opportunities for staff.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>		\$55,248
<b>Mid-Range Teacher Salary</b>		\$80,746
<b>Highest Teacher Salary</b>		\$109,655
<b>Average Principal Salary (Elementary)</b>		\$133,828
<b>Average Principal Salary (Middle)</b>		\$142,253
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$155,954
<b>Percent of Budget for Teacher Salaries</b>	26.78%	25.26%
<b>Percent of Budget for Administrative Salaries</b>	7.26%	6.12%

## Professional Development

The Knights Ferry Elementary School District is committed to continuous improvement in teaching and learning. The District partners with the Stanislaus County Office of Education to provide professional development through a combination of group training sessions and individualized coaching for instructional staff.

These efforts support the District's goal of improving student achievement through high-quality, standards-based instruction and ongoing educator support.

For the 2025-26 school year, the 14 professional development days include one full day and thirteen minimum days, during which students attend school in the morning and professional development is conducted in the afternoon.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	14