

**Commonwealth Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	2200 East Commonwealth Ave. Fullerton, CA , 92831- 4212	<b>Principal:</b>	Jean Summy, Principal
<b>Phone:</b>	(714) 447-7705	<b>Grade</b>	K-6
		<b>Span:</b>	

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 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.

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# About This School

## Jean Summy, Principal

📍 Principal, Commonwealth Elementary

### About Our School

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Commonwealth Elementary School is a safe, nurturing, and unique community school where the value and potential of each child is celebrated and developed through a steadfast vision of acceptance, achievement, and advancement. We believe our most important job is to instill our students with the skills, assets, and character traits they need to become productive and contributing members of this world. Our dedicated and caring staff provides all students with a rigorous and relevant academic curriculum, college and career readiness skills, and a positive school culture. Together, all allow for them to pursue endless possibilities and opportunities. Fittingly, our school motto is iCAN, iWILL, iROAR!

### Contact

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Commonwealth Elementary  
2200 East Commonwealth Ave.  
Fullerton, CA 92831-4212

Phone: [\(714\) 447-7705](tel:7144477705)

Email: [jean\\_summy@myfsd.org](mailto:jean_summy@myfsd.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org">www.fullertonsd.org</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Commonwealth Elementary
<b>Street</b>	2200 East Commonwealth Ave.
<b>City, State, Zip</b>	Fullerton, CA , 92831-4212
<b>Phone Number</b>	(714) 447-7705
<b>Principal</b>	Jean Summy, Principal
<b>Email Address</b>	<a href="mailto:jean_summy@myfsd.org">jean_summy@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/commonwealth">www.fullertonsd.org/commonwealth</a>
<b>County-District-School (CDS) Code</b>	30665066028021

*Last updated: 1/20/24*

## School Description and Mission Statement (School Year 2023–24)

### **Mission Statement:**

In collaboration with our families and community, the entire staff at Commonwealth Elementary School is committed to provide all students with an education that is rigorous, relevant, and personalized in a safe and nurturing environment. We pledge to work together to ensure our students develop into confident, self-directed, and motivated learners able to fulfill desired opportunities as upstanding, productive, and honorable members of our society.

### **School Description:**

Commonwealth Elementary School opened its doors in 1955 and is located in the city of Fullerton. Situated in the southeastern section of the city, it is 3 blocks away from 3 universities: California State University, Fullerton, Hope International University, and Marshall B. Ketchum University. It is one of 15 elementary school sites in the Fullerton School District. Commonwealth Elementary School serves 366 students PreK - 6th grade. This enrollment includes 5 Special Day Classes (SDC): 2 mild/moderate, 3 Moderate/severe

Autism-specific, and a State Preschool program. The three SDC moderate/severe classes currently enroll 28 students in an Autism-specific preschool and kindergarten. 26 students are enrolled in the mild/moderate SDC classes Grades K - 6. State Preschool enrolls an additional 40 students in 2 sessions (AM and PM). In addition, 91 students participate in The Boys and Girls Club and ENCORE after-school program Monday through Friday.

Student ethnic demographics are represented in the following manner: 83% Hispanic, 6% White, 6% Asian, 2.4% African American, 2% two or more races. Other demographics include the following: 88.4% Socioeconomically Disadvantaged, 43.2% English Learners with 95% speaking Spanish as the primary home language. 30% of students receive special education services. 51.8% of students in special education receive services in a special day class and 23.9% of students participate in speech services and/or the resource specialist program. An Occupational Therapy (OT) Room has also been established by the District and is housed at the school site and provides services for students across the district, including Commonwealth Elementary.

The school is staffed with 1 Principal, 9 General Education Teachers, 2.5 Response to Intervention Coaches, 1 part-time PE Teacher (2 days a week), 5 Special Education Teachers, 1 Resource Specialist Program (RSP) Teacher, 1 1/2 Speech and Language Pathologists, and 1 School Psychologist (on-site 4 days a week), 1 part-time mental health therapist intern (24 hours weekly), 1 part-time technology instructional assistant/librarian (.5 FTE), 1 Nurse (on-site 1 day a week), 3 general education instructional assistants, 22 special education instructional assistants, 1 speech & language pathologist assistant, 2 custodians, 1 office manager, 1 office clerk, 1 part-time health assistant, 1 social service assistant, 1 part-time recreation instructional assistant, and 4 playground supervision aides.

Class size in grades Kindergarten through 3rd is 32 students per classroom. In grades 4-6, class size reaches its maximum capacity at 34 students per classroom. In our State Preschool program, each session enrolls a maximum of 20 students.

Commonwealth Elementary School continues to move forward with the full implementation of a PBIS program (Positive Behaviors Interventions and Supports). We have been recognized by the California PBIS Coalition with PLATINUM Award for 2023, 3 GOLD Level Awards in 2019, 2021 and 2022. In addition, we also earned a "Community Cares" acknowledgment during the school dismissal year due to Coronavirus in 2020. As the school year begins anew, our staff and community continue to see a need to reinforce behavior expectations using positive accolades in order to impact student behavior and school culture. Students benefit from clear and consistent behavior expectations across various areas of the campus including the classrooms, restrooms, lunch area, and playground. iROAR tickets are handed out to students when they "show their stripes" meaning that they adhere to actions that demonstrate integrity, responsibility, organization, accountability, and respectfulness. The PBIS Leadership Team continues to receive sustainability training from FSD's Social Emotional Learning Department. The school-based

PBIS team meets regularly on a monthly basis during the school year in order to assess the effectiveness of the program and to plan for the next steps with students. Students receive a variety of incentives and interventions to support desired behavior. Monthly assemblies celebrate a specific character trait. Students in each class and students who ride the bus are recognized for their efforts in demonstrating the trait of the month. Staff is also recognized by other staff members when they "show their stripes". Raffle prizes are drawn for students and staff members each month.

In addition, Commonwealth Elementary School receives community assistance in the form of instructional volunteer work from parents, college students from Fullerton College (junior college), and Cal State Fullerton (CSUF) on a consistent basis. Other outside organizations such as Pathways of Hope, Boys and Girls Club, National Giving Alliance (Fullerton chapter), Fullerton Collaborative, Fullerton City Library, Fullerton First Evangelical Church, and Fullerton Cares also provide much-needed support to our families and students. In partnership with the Boys and Girls Club of Fullerton, approximately 60 students attend the after-school program housed on-site. PTA is very supportive of Commonwealth students, families, and teachers. PTA provides financial support for field trips, programs, and school events. Grant monies from the Fullerton Education Foundation and All the Arts for All the Kids continue to support our endeavor this school year. Additional funding is found in community partnerships and local businesses.

A number of advisory councils support the school program including School Site Council, English Language Advisory Committee (ELAC), and Champions for Learning. Parents are encouraged to be involved in their child's education.

Commonwealth is a California Community School and follows the guidelines set forth by the state to provide support for both students and families both in school and in the community.

During the 2023-2024 school year, Commonwealth Elementary School continues to provide students with the academic supports needed to ensure a high academic achievement. After 2 years of not assessing students in state-wide testing and enduring distance and hybrid learning models, Commonwealth Elementary staff is working diligently to move students forward and mitigate learning recovery as needed. Student attendance has been impacted due to the global pandemic and an abundance of caution from families for their own children and the children of others. School-wide academic commitments for the 203-2024 school year include the successful implementation of Common Core State Standards, Thinking Maps, ELLevation ELD strategies, Marzano teaching strategies and design questions, Professional Learning Communities, Response to Interventions, Cognitively Guided Instruction (CGI Math), Technology Literacy, Digital Citizenship, Writer's Workshop, learning recovery, Social-Emotional Learning, and PBIS.

Through the support of district funds, foundation grants, and school funds, all students in grades Kindergarten through 6 are equipped with an iPad as a learning tool. Teachers engage students and enhance learning opportunities through the use of technology on a daily basis. Continued professional development for teachers is also provided through district training and

workshops, Response to Intervention Coaches, support from teachers on special assignment (TOSA), district and school site supported computer technicians, and an instructional assistant of technology.

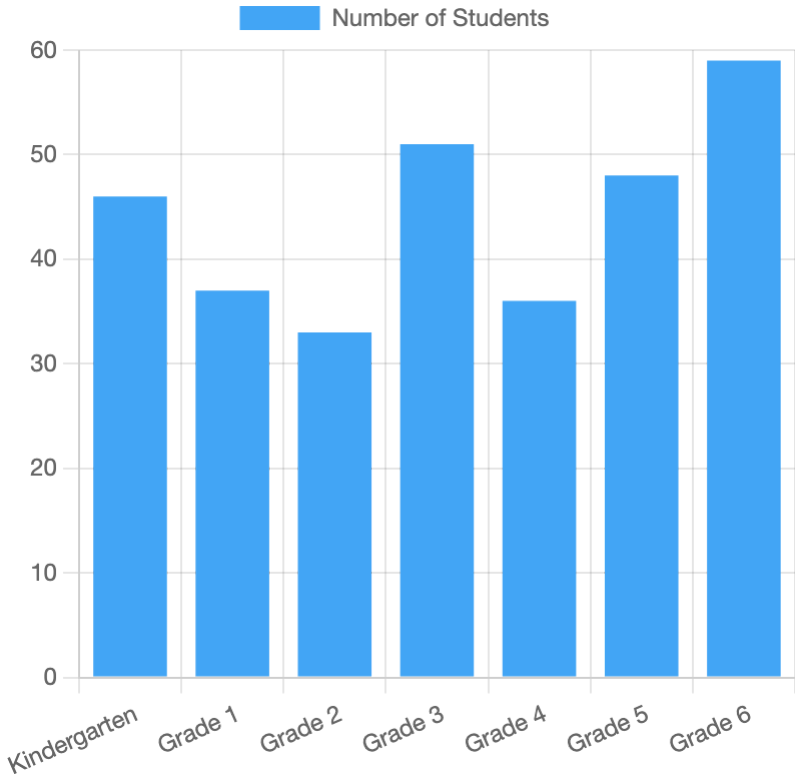
Commonwealth Elementary is a very special place to learn. Our dedicated and caring staff provide all students with a rigorous and relevant academic curriculum, college and career readiness skills, and a positive school culture all which aid in their full development.

Our school motto permeates throughout... iCan, iWill, iROAR!

*Last updated: 1/20/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	46
Grade 1	37
Grade 2	33
Grade 3	51
Grade 4	36
Grade 5	48
Grade 6	59
Total Enrollment	310



*Last updated: 1/20/24*

**Student Enrollment by Student Group (School Year 2022–23)**



<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	48.40%
Male	51.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.90%
Black or African American	2.60%
Filipino	1.00%
Hispanic or Latino	83.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.90%
White	6.80%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	43.20%
Foster Youth	1.60%
Homeless	5.80%
Migrant	0.00%
Socioeconomically Disadvantaged	88.40%
Students with Disabilities	20.30%

## **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

## Teacher Preparation and Placement (School Year 2020–21)

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)	12.50	86.21%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	2.00	13.79%	33.40	6.65%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>14.50</b>	<b>100.00%</b>	<b>503.60</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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.

*Last updated: 1/20/24*

## Teacher Preparation and Placement (School Year 2021–22)

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)	9.30	60.53%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	6.00	39.40%	49.30	9.94%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>15.40</b>	<b>100.00%</b>	<b>496.60</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

*Last updated: 1/20/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

*Last updated: 11/2/23*

### Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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)		0%

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade - McGraw Hill Education: Wonders - 2018 6th-8th Grade - McGraw Hill Education: Study Sync - 2018	Yes	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math - 2016	Yes	0
Science	K-6th Grade - Discovery: Science Techbook - 2020	Yes	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science - 2006	Yes	0
Foreign Language			0
Health	Dairy Council of California (grade-appropriate materials) Too Good for Drugs (Gr. 4-6) Teen Talk	Yes	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (Gr. 5-6)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/26/24*

### School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Commonwealth Elementary School has 18 classrooms, a library media center, a speech room, a child care room, a SDC room, and a multi-purpose room. The main campus was built in 1956. Additions were constructed in 1957 and 1965. The media center is located in a portable that was added to the campus in 1998. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2022-23, the District spent \$0 on Deferred Maintenance. For the 2023-24 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

*Last updated: 1/20/24*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating



Year and month of the most recent FIT report: October 2023

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Stained ceiling tile in Office
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Girls restroom has a loose toilet
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: October 2023

Overall Rating	Good
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*Last updated: 1/31/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	36%	30%	57%	57%	47%	46%
Mathematics (grades 3-8 and 11)	22%	25%	48%	49%	33%	34%

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.

Note: 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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/21/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	193	193	100.00%	0.00%	30.05%
Female	100	100	100.00%	0.00%	37.00%
Male	93	93	100.00%	0.00%	22.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	164	100.00%	0.00%	28.66%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	58.33%
English Learners	72	72	100.00%	0.00%	8.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00%	0.00%	30.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	43	43	100.00%	0.00%	2.33%

Note: 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.

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.

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.

*Last updated: 1/20/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	193	193	100.00%	0.00%	25.39%
Female	100	100	100.00%	0.00%	21.00%
Male	93	93	100.00%	0.00%	30.11%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	164	100.00%	0.00%	23.17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	58.33%
English Learners	72	72	100.00%	0.00%	6.94%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	179	100.00%	0.00%	25.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	43	43	100.00%	0.00%	4.65%

Note: 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.

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.

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.

*Last updated: 1/20/24*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	19.30%	13.04%	40.13%	39.45%	29.47%	30.29%

Note: 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 CAA divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/20/24*



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	46	46	100.00%	0.00%	13.04%
Female	22	22	100.00%	0.00%	9.09%
Male	24	24	100.00%	0.00%	16.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	42	42	100.00%	0.00%	11.90%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	44	100.00%	0.00%	13.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	11	11	100.00%	0.00%	0.00%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Disabilities					

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.

*Last updated: 1/20/24*

## 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

### California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	87.0%	93.5%	93.5%	97.8%	93.5%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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.

*Last updated: 1/24/24*

## 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

#### Opportunities for Parental Involvement (School Year 2023–24)

We encourage parent participation in classrooms as well as volunteers in all school related activities. Parents can support the school through involvement in P.T.A., attendance at Parent/Teacher conferences, DELAC, ELAC, School Site Council, Parent Education Classes, Awards Assemblies, School Play, Champions for Learning, as well as school programs and other school and classroom functions. Parents can volunteer to help with after school activities and performances

As a Title I school, additional monies are provided to close the achievement

gap. A variety of meetings throughout the school year allow for parent involvement. The meetings are conducted in English and Spanish. During parent meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association, the annual Title I Meeting, parent workshops/trainings, the formulation of parental suggestions is encouraged, reviewed, placed on agendas for action and discussed. Also, the school provides parents of Title I students with timely information about Title I programs through monthly calendars, school marquee, school website, social media, and messages sent home via fliers. You may contact the school office for further details.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	327	80	24.5%
Female	161	158	37	23.4%
Male	170	169	43	25.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	11	10	1	10.0%
Black or African American	10	10	0	0.0%
Filipino	3	3	0	0.0%
Hispanic or Latino	275	273	72	26.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	10	9	1	11.1%
White	22	22	6	27.3%
English Learners	143	142	37	26.1%
Foster Youth	6	6	0	0.0%
Homeless	24	23	12	52.2%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	292	290	73	25.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	80	78	21	26.9%

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.

*Last updated: 1/20/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	0.00%	0.30%	0.07%	1.35%	1.10%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.30%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%

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.

*Last updated: 1/20/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.30%	0.30%
Female	0.00%	0.00%
Male	0.59%	0.59%
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	0.36%	0.36%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.70%	0.70%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.34%	0.34%
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 student population is ten or fewer.

*Last updated: 1/20/24*

## **School Safety Plan (School Year 2023–24)**

A comprehensive school safety plan was developed and approved in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council prior to March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved and presented to staff: December 13, 2023

*Last updated: 1/21/24*



## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	1		
1	31.00		1	
2				
3				
4	36.00			1
5	36.00			1
6	36.00			1
Other**	25.00	2	3	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	26.00		1	
1	14.00	1	1	
2				
3	31.00		1	
4	31.00		1	
5	12.00	2		
6	5.00	7		1
Other**	21.00	3	3	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	29.00	1	0	1
1	0.00	0	0	0
2	0.00	0	0	0
3	29.00	0	1	0
4	34.00	0	0	1
5	32.00	0	1	0
6	33.00	0	0	0
Other**	25.00	2	4	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

Title	Ratio
Pupils to Academic Counselor*	155

\* 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.

*Last updated: 1/31/24*

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	4.50
Other	0.00

\* 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.

*Last updated: 1/31/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6999.00	\$395.00	\$6604.00	\$102589.70
District	N/A	N/A	\$6069.04	\$94810.00
Percent Difference – School Site and District	N/A	N/A	8.80%	8.20%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	-13.20%	15.90%

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

*Last updated: 1/22/24*

## Types of Services Funded (Fiscal Year 2022–23)

### Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

### Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

### Other Related Professional Development Activities

- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer’s Workshop
- Reader’s Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

*Last updated: 1/22/24*

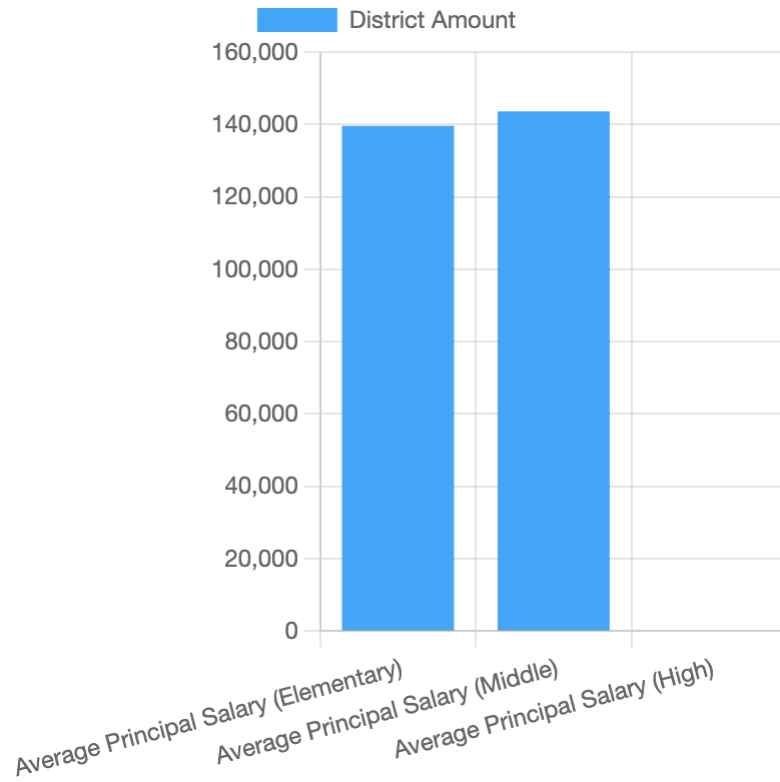
## Teacher and Administrative Salaries (Fiscal Year 2021–22)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$55417.00	\$54215.36
Mid-Range Teacher Salary	\$87294.00	\$86843.27
Highest Teacher Salary	\$119343.00	\$111440.49

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$139567.00	\$140851.44
Average Principal Salary (Middle)	\$143608.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$285655.00	\$252465.94
Percent of Budget for Teacher Salaries	32.54%	33.16%
Percent of Budget for Administrative Salaries	6.31%	5.15%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 1/20/24

### Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/20/24