

Fern Drive Elementary

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 1400 West Fern Dr.
Fullerton, CA , 92833-2331

Principal: Julie Lucas, Principal

Phone: (714) 447-7710

Grade Span: K-6

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Julie Lucas, Principal

📍 Principal, Fern Drive Elementary

About Our School



Fern Drive is a learning community that is committed to educating the next generation of 21st-century leaders with an emphasis on growth mindset, empathy, and STEAM integration to make a positive contribution to society. #FalconPride

We celebrate students' successes and accomplishments through a variety of student recognition programs. We utilize a weekly student recognition called the Principal's Pipping Awards. Our school mascot, the falcon, hatches after spending a few days "pipping" its shell with the sharp egg tooth on its beak. The purpose of instating this award was to honor students who are breaking out of their shells and are showing progress towards meeting personal goals and challenges. One student from each class is presented with the Principal's Pipping Award every week at our Friday spirit assembly.

To fully develop the whole child, Fern Drive also focuses on the importance of personal character traits. Each month we focus on a unique character trait and how students can embody it at school and at home. Character traits include respect, responsibility, courage, creativity and imagination and perseverance. At the end of each month, one student is chosen from each classroom that has shown outstanding embodiment of that trait, and is honored at our spirit assembly.

Additionally, students are also able to be recognized with a "Soaring to the Nest" award, i.e. the Principal's office, to be recognized for going above and beyond in effort, achievement, character and/or student leadership. Students are called to the office, recognized with a certificate, falcon sticker and a pencil and then call the parent of their choice to share this positive news with. The student's picture is taken and with parent permission, shared on our social media outlets to celebrate them. It is a great way to bring the parent/school connection even further into the fold and create the positive school climate that Fern Drive has a reputation for maintaining.

Finally, students are honored at trimester awards assemblies. Honors are given to students in the following categories: Accelerated Reader, Most Improved Academically, 100% Homework, Citizenship and the Honorary Falcon Award.

Contact

Fern Drive Elementary
1400 West Fern Dr.
Fullerton, CA 92833-2331

Phone: [\(714\) 447-7710](tel:7144477710)

Email: julie_lucas@myfsd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2024–25)

School Name	Fern Drive Elementary
Street	1400 West Fern Dr.
City, State, Zip	Fullerton, CA , 92833-2331
Phone Number	(714) 447-7710
Principal	Julie Lucas, Principal
Email Address	julie_lucas@myfsd.org
Website	www.fullertonsd.org/fern
Grade Span	K-6
County-District-School (CDS) Code	30665066028039

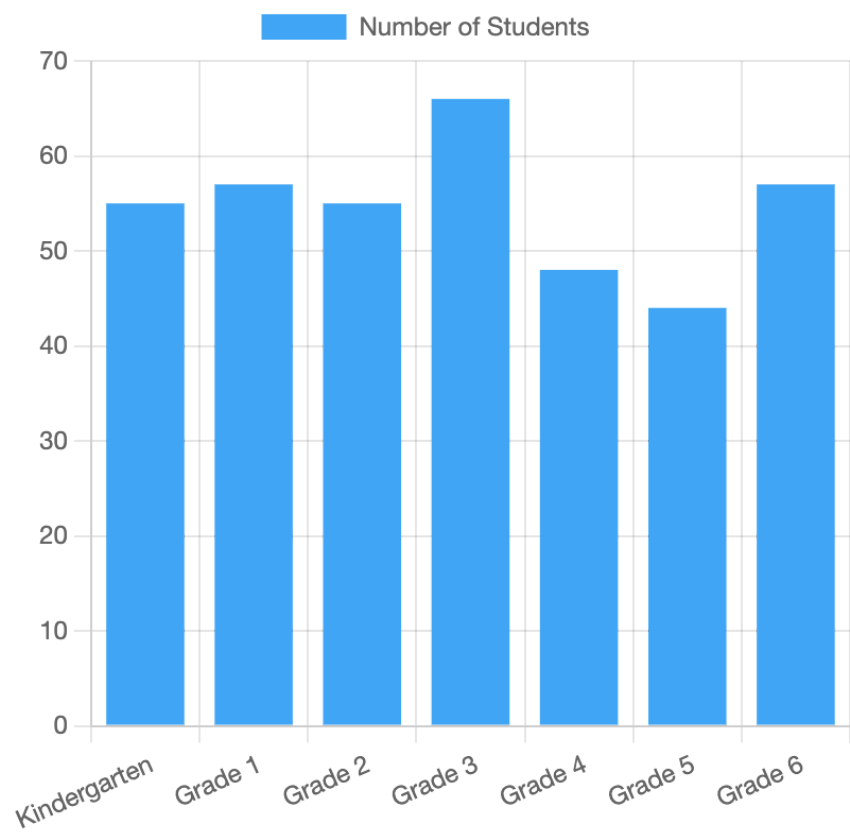
School Description and Mission Statement (School Year 2024–25)

Fern Drive Elementary is a level three Marzano High Reliability School, PBIS Platinum Distinguished School, Common Sense Media Certified Digital Citizenship school and a 2016 Gold Ribbon School. We believe in fostering critical thinking, problem solving and creativity through Science, Technology, Engineering, Arts and Mathematics, or STEAM. Students immerse themselves in year-round hands-on science labs, and express their learning through collaborative projects rooted in STEAM principles. Fern Drive's students receive innovative instruction in music, dance, theater and art through our All the Arts program, and further their hands-on experiences through the All the Arts Creativity Center located on our campus. Our expanding iPad program is seamlessly integrated throughout the curriculum providing students the opportunity to pioneer their own learning through thoughtfully designed, engaging lessons both at school and at home. Our teachers are highly trained in all aspects of Curriculum and Instruction and use research-based teaching strategies to ensure all students are learning successfully.

Eleanor Roosevelt said, "The future belongs to those who believe in the beauty of their dreams." Fern Drive is proud of the strong partnerships forged with families and community, working together to build a bright future for our students!

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	55
Grade 1	57
Grade 2	55
Grade 3	66
Grade 4	48
Grade 5	44
Grade 6	57
Total Enrollment	382



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	50.80%
Male	49.00%
Non-Binary	0.30%
American Indian or Alaska Native	1.60%
Asian	10.70%
Black or African American	0.50%
Filipino	2.90%
Hispanic or Latino	50.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.20%
White	24.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.00%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	55.50%
Students with Disabilities	13.90%

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)	20.00	100.00%	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	0.00	0.00%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	20.00	100.00%	503.60	100.00%	274759.10	100.00%

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

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)	16.60	84.34%	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	0.15%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	15.41%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	19.70	100.00%	496.60	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	14.60	83.04%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	5.65%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.65%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	5.65%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	17.60	100.00%	483.00	100.00%	277698.00	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	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>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade - McGraw Hill Education: Wonders / Yes / 2018 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2018	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	K-6th Grade - Discovery: Science Techbook / Yes / 2020	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science / Yes / 2006	0
Foreign Language		0
Health	Dairy Council of California (grade-appropriate materials) Too Good for Drugs (Gr. 4-6) Teen Talk	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (TK-6) / N/A Quaver: Online Music Curriculum for General Music Program (3rd-6th) / N/A / 2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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. Fern Drive Elementary School has 25 classrooms, a library media center, and a multi-purpose room. The main campus was built in 1954. Additions were constructed in 1964 and 1997. One portable classroom was added in 1988, two more were added in 1997, and two more 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, airconditioning, electrical systems, interior and exterior painting, and floor systems. During the 2023-24, the District spent \$0 on Deferred Maintenance. For the 24-25 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

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: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Tighten loose toilet, replace leaking vacuum breaker.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	53%	43%	57%	57%	46%	47%
Mathematics (grades 3-8 and 11)	45%	43%	49%	50%	34%	35%

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 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	210	99.06%	0.94%	43.33%
Female	101	101	100.00%	0.00%	45.54%
Male	111	109	98.20%	1.80%	41.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00%	0.00%	62.50%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97%	1.03%	42.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	22	100.00%	0.00%	45.45%
White	58	57	98.28%	1.72%	35.09%
English Learners	22	21	95.45%	4.55%	19.05%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	125	100.00%	0.00%	42.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	43	97.73%	2.27%	16.28%

Note: ELA 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.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	210	99.06%	0.94%	42.86%
Female	101	101	100.00%	0.00%	42.57%
Male	111	109	98.20%	1.80%	43.12%
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00%	0.00%	62.50%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00%	0.00%	41.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	22	100.00%	0.00%	50.00%
White	58	56	96.55%	3.45%	33.93%
English Learners	22	22	100.00%	0.00%	27.27%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	124	99.20%	0.80%	41.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	44	43	97.73%	2.27%	23.26%

Note: 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.

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.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	30.19%	38.10%	39.45%	41.22%	30.29%	30.73%

Note: 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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67%	2.33%	38.10%
Female	18	18	100.00%	0.00%	33.33%
Male	25	24	96.00%	4.00%	41.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	45.45%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	30	30	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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 2023–24) 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	97.6%	95.2%	95.2%	95.2%	95.2%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

Parents are involved in an advisory capacity through participation in PTA, The Fern Drive Foundation for Education and Techknowledgey, ELAC, and School Site Council. Groups meet routinely, and meetings are open to all. Through these groups, parents have the opportunity to provide input on school plans and policies. Weekly folders go home every Wednesday informing parents of student progress and events, and the principal sends a weekly newsletter called News From The Nest on school activities, celebrations, PTA and Fern Foundation updates and other important updates and information via our district Blackboard account.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	396	18	4.5%
Female	201	198	5	2.5%
Male	207	198	13	6.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	41	0	0.0%
Black or African American	--	--	--	--
Filipino	12	12	1	8.3%
Hispanic or Latino	210	200	14	7.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	0	0.0%
White	96	96	3	3.1%
English Learners	46	44	3	6.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	240	230	15	6.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	67	5	7.5%

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.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.23%	0.00%	0.74%	1.35%	1.10%	1.33%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74%	0%
Female	0.5%	0%
Male	0.97%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	3.13%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.83%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	2.82%	0%

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.

School Safety Plan (School Year 2024–25)

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 on 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.

Safety plan shared with staff on 1/15/25 and SSC on 1/28/25.

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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	3	2	
1	20.00	1	2	
2	26.00		2	
3	26.00		2	
4	29.00		2	
5	15.00	2	2	
6	6.00	7	2	
Other**	4.00	2		

* 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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	3	0
1	27.00	0	2	0
2	32.00	0	2	0
3	17.00	1	1	0
4	32.00	0	1	0
5	27.00	0	2	0
6	31.00	0	2	0
Other**	19.00	1	1	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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29.00		1	
1	32.00		1	
2	28.00		2	
3	22.00	1	2	
4	31.00		1	
5	29.00		1	
6	28.00		2	
Other**	21.00	1	2	

* 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 2023–24)

Title	Ratio
Pupils to Academic Counselor*	7640

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.05
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.50
Social Worker	0.05
Nurse	0.25
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	1.00
Other**	4.16

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7184.00	\$101.00	\$7084.00	\$107599.18
District	N/A	N/A	\$6634.04	\$101846.00
Percent Difference – School Site and District	N/A	N/A	6.80%	5.60%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-34.20%	13.10%

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

Types of Services Funded (Fiscal Year 2023–24)

Primary Focus

- TK-8 Intervention Programs
- TK-8 English Language Development
- TK-8 Writing Strategies
- TK-8 Language Arts Strategies
- TK-8 Mathematics Strategies
- TK-8 Technology Integration
- TK-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

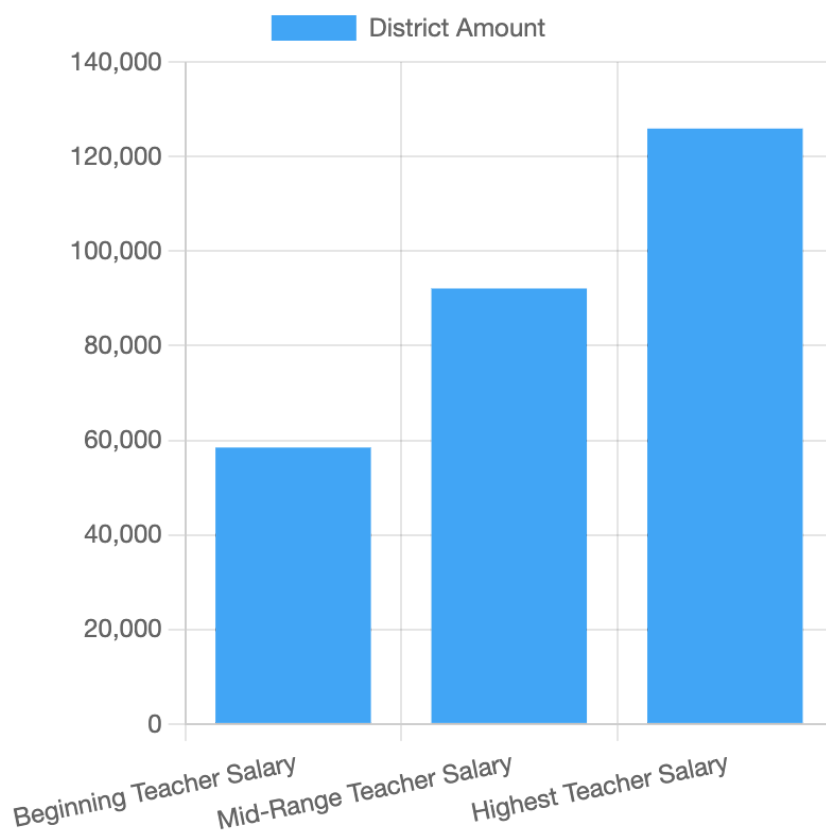
Other Related Professional Development Activities

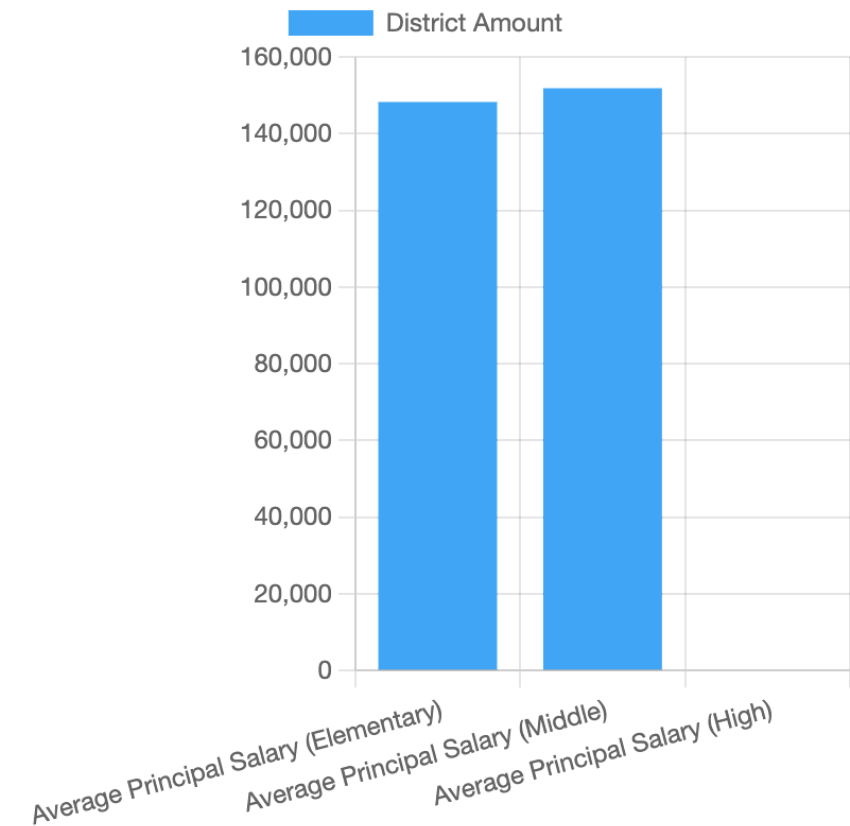
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58465.00	\$58552.87
Mid-Range Teacher Salary	\$92095.00	\$93923.91
Highest Teacher Salary	\$125907.00	\$119489.34
Average Principal Salary (Elementary)	\$148249.00	\$149898.11
Average Principal Salary (Middle)	\$151836.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$301366.00	\$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.07%	5.62%

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





Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10