Robert C. Fisler Elementary

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address: 1350 Starbuck Street Fullerton, CA , 92833-5668

Principal: Kimberly Benaraw

Phone: (714) 447-2890

Grade Span: K-8

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.

About This School

Kimberly Benaraw

 Principal, Robert C. Fisler Elementary

About Our School

Robert C. Fisler School is located in the western section of the City of Fullerton in the County of Orange. Robert C. Fisler School serves students in kindergarten through eighth grade. The school population of 846 students is composed of diverse backgrounds. Seventy-nine percent of our students are Asian, three percent are Caucasian, eight percent are Hispanic, four percent are Filipino, and six percent "other" or decline to state. Robert C. Fisler School offers a wide range of unique educational opportunities. With the highest number of GATE identified students in the Fullerton School District, instruction focuses on furthering depth and complexity of content to enhance students' learning opportunities. Fisler School offers a 1:1 laptop program for grades third through eighth and a 1:1 iPad program for grades first and second. Students use technology to access curriculum, reinforce skills, and extend learning.

Contact

Robert C. Fisler Elementary
1350 Starbuck Street
Fullerton, CA 92833-5668

Phone: (714) 447-2890
Email: kimberly_benaraw@myfsd.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

School Name	Robert C. Fisler Elementary
Street	1350 Starbuck Street
City, State, Zip	Fullerton, CA , 92833-5668
Phone Number	(714) 447-2890
Principal	Kimberly Benaraw
Email Address	kimberly_benaraw@myfsd.org
Website	www.fullertonsd.org/fisler
County-District-School (CDS) Code	30665060102582

Last updated: 1/22/23

School Description and Mission Statement (School Year 2022–23)

At Robert C. Fisler School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

School's Vision Statement:

The Fisler School community comes together based on a vision to develop students into the innovators of today. Fisler students will become the forward-thinkers, strategists, and leaders who transform their future and innovate solutions for a better world.

School's Behavior Statement:

Robert C. Fisler School is a community of kind, safe, respectful and responsible citizens. We are dedicated to creating a positive learning environment where we live by the Navigator Way--Kind, Safe, Respectful, and Responsible.

School Description:

As an Apple Distinguished School for thirteen straight years, Robert C. Fisler School's vision for technology integration has drawn international attention through its

1:1 laptop program. As 21st Century learners, project-based learning is integrated throughout the curriculum. Students in grades three through eight use individual laptops to master rigorous content and performance standards. Students in first and second grade have access to individual tablets. All classrooms are equipped with Smart TVs. Students use Apple Creativity and Productivity applications to design, create, invent, and engineer ideas and products using technology through project-based learning and design thinking. Other web-based programs offered at Robert C. Fisler School include Accelerated Reader, IXL, Front Row and BrainPop. Aided by Apple Macbooks, mobile devices, and other digital resources, students use technology as a learning tool for design thinking and problem solving to become programmers, engineers, inventors and designers. Students create, communicate, collaborate and think critically in a technology-rich environment.

Fisler has a school-wide focus on progressive coding skills across the grade levels. Kindergarteners learn about coding through Kibo and Beebots; first graders program Ozobots, second graders program Dash robots; third graders build and program Lego Mindstorm EV3 robots; fourth graders learn advanced coding through Scratch and program circuitry, using Makey Makey and Little Bits to create and build inventions; fifth grade students learn language-based coding through Python and use Raspberry Pi to program Artificial Intelligence (AI); and 6th graders learn about cyber security, how to protect assets and "break in" to systems, and use language based coding to build and hack simple networks. Middle school students learn animation, html coding, photography, robotics, and web design through technology class and/or electives. In addition to electives, middle school students explore their passions during Compass Time through the district PATHFinder program. In this program, 5th and 6th grade students identify and explore their passions through voice, choice and agency; 7th grade students learn about and investigate a career pathway based on their passions; and 8th grade students research high school and college options that will best fit their passion to learn about the academic preparation necessary to propel them to a successful career in the future. Additionally, 6th-8th grade students are given an opportunity to take the AP Computer Science A Exam. Middle school students can also join clubs and teams such as National Junior Honor Society, Science Olympiad, Mathena (math club), Math Field Day, and after school sports programs.

Fisler teachers are committed to research-based instruction to support each child. They focus on scaffolding skills and developing student independence through Reading and Writing Workshop, Balanced Literacy practices, and Cognitively Guided math instruction. Teaching students how to collaborate and communicate with adults and peers is a high priority. Rich hands-on science activities are infused through the use of scientific probes and science kits in every classroom. Additional highlights include a fully equipped science lab and a state of the art multi-purpose room with three stage production areas. In partnership with parents, Fisler's goal is to infuse school and students' homes with collaboration, critical thinking, and problem solving to enhance children's education. Fisler School values and models the belief that differentiated and purposeful learning are the keys to success.

Fisler aims to support the whole child through its Empowering Navigators Program. It includes positive behavior supports, social emotional learning, and cultural proficiency. In addition to Positive Behavior Interventions Supports (PBIS)

implementation and platinum level recognition, Fisler develops students' social emotional awareness. Primary grades incorporate morning meetings in which students connect with one another and with the teacher. Classrooms use Restorative Circles, a safe community circle where each person can be heard, when conflicts arise or as a way to build community. The Fisler school counselor has effectively modeled social stories to support students and teachers. She models how to use a social story, a purposeful story to teach desired behaviors, so that teachers can build student capacity in understanding oneself and classmates. Second Step, a curriculum that provides foundational skills in self-regulation and executive functioning, has also been implemented to promote social and emotional development. Fisler values that students become empathetic, flexible, persistent, resilient and optimistic people. These skills equip students as they seek to build and sharpen their skills to transform their future and innovate solutions for a better world.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	87
Grade 1	81
Grade 2	87
Grade 3	96
Grade 4	93
Grade 5	102
Grade 6	97
Grade 7	100
Grade 8	100
Total Enrollment	843
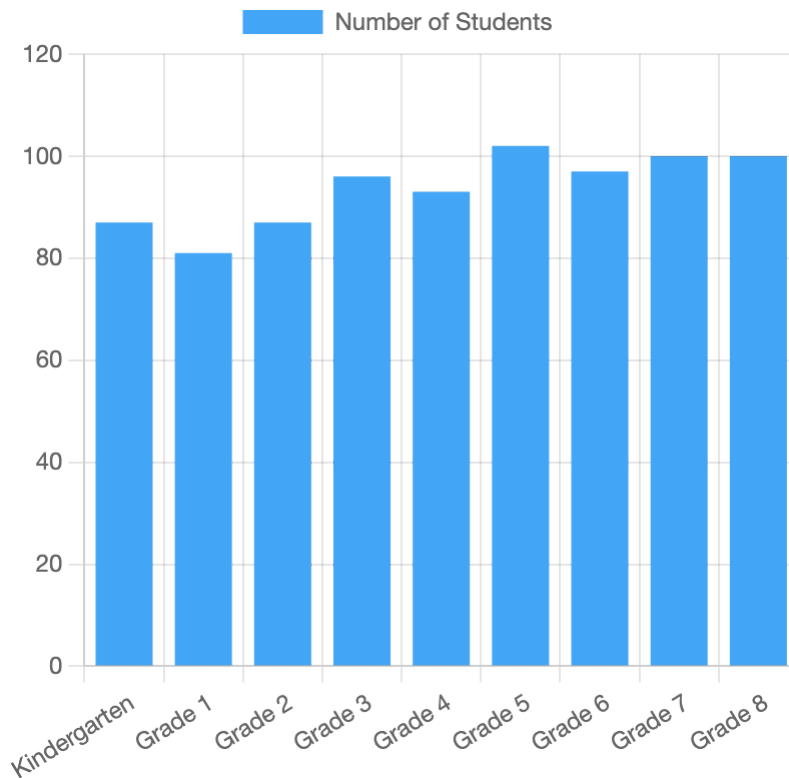
Last updated: 1/22/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	79.10%
Black or African American	1.40%
Filipino	4.90%
Hispanic or Latino	8.20%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.80%
White	3.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.70%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	28.80%
Students with Disabilities	4.20%

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 2019–20)

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)	30.40	93.12%	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)	1.00	3.06%	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	1.20	3.82%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	32.60	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.

Last updated: 1/26/23

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)	34.10	98.67%	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)	0.10	0.41%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.06%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	0.84%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	34.50	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.

Last updated: 1/26/23

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

Authorization/Assignment	2019–20 Number	2020–21 Number
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.10

Last updated: 1/11/23

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

Indicator	2019–20 Number	2020–21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 1/11/23

Class Assignments

Indicator	2019–20 Percent	2020–21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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%

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: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill K-8	Yes	0
Mathematics	- Houghton Mifflin Go Math K-8 - McGraw Hill Geometry 8	Yes	0
Science	- Discovery Education K-6 - Amplify 7-8	Yes	0
History-Social Science	- Houghton Mifflin K-6 (year adopted: 2007) - McGraw-Hill Impact/Impacto 7-8 (year adopted: 2019)	Yes	0
Foreign Language	- Asi se Dice! 7-8 - Vista Higher Learning French 7-8	Yes	0
Health	- Dairy Council of California (grade appropriate materials) - Too Good for Drugs (grades 4-6) - Holt McDougal Decisions for Health 7 (2005) - Teen Talk 7	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater - Instrumental music (grades 5-6) - Band and string instruments and musical scores (grades 7-8)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/27/23

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. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. 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 2021-22, the District spent $0 on Deferred Maintenance. For the 2022-23 school year, the District budgeted $5 for Deferred Maintenance expenditures.

Last updated: 1/27/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace ceiling tile in room G1
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Low water pressure in boys restroom in Media Center
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/26/23

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

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	86%	N/A	57%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	80%	N/A	48%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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: 1/23/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	598	581	97.16%	2.84%	85.89%
Female	291	283	97.25%	2.75%	86.93%
Male	307	298	97.07%	2.93%	84.90%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	476	461	96.85%	3.15%	88.50%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	28	28	100.00%	0.00%	89.29%
Hispanic or Latino	46	46	100.00%	0.00%	65.22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44%	5.56%	88.24%
White	24	23	95.83%	4.17%	69.57%
English Learners	82	69	84.15%	15.85%	57.97%
Foster Youth	0	0	0%	0%	0%
Homeless				0%	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	181	97.84%	2.16%	76.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	51.72%

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: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	598	595	99.50%	0.50%	80.17%
Female	291	290	99.66%	0.34%	76.90%
Male	307	305	99.35%	0.65%	83.28%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	476	474	99.58%	0.42%	85.86%
Black or African American	--	--	--	--	--
Filipino	28	28	100.00%	0.00%	64.29%
Hispanic or Latino	46	46	100.00%	0.00%	52.17%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00%	0.00%	72.22%
White	24	23	95.83%	4.17%	56.52%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	82	82	100.00%	0.00%	59.76%
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	185	100.00%	0.00%	70.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	44.83%

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: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
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: 1/22/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT%	67.00%	NT%	40.13%	28.5%	29.47%

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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/22/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	204	99.51%	0.49%	67.00%
Female	103	103	100.00%	0.00%	63.73%
Male	102	101	99.02%	0.98%	70.30%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	166	165	99.40%	0.60%	69.70%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00%	0.00%	9.52%
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68	100.00%	0.00%	64.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 7/26/23

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 2021–22)
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	100%	100%	100%	100%	100%
7	98%	98%	98%	98%	98%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: 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.

Last updated: 1/22/23

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 2022–23)

A number of advisory councils and community resources support the school program; including an involved PTSA, a devoted School Site Council, a committed Foundation (F2AST), a dedicated School Safety Committee, and a

supportive English Language Advisory Committee (ELAC) that contributes many hours on campus to support student learning.

1. **ELAC (English Language Advisory Committee)**

- **Advocating for English Learners**

- **Supporting with parent workshops and trainings**

- **Providing language support (translations)**

- **Assist in making school-wide decisions.**

- **Providing administration with parent input via the ELAC meetings/Youth Truth Survey**

- **Attending DELAC meetings in support of district initiatives.**

- **Input on School safety**

2. PTSA
- **Helps build strong relationships with families, staff, and administration based on student interest**

- **Recruiting and coordinating volunteers/support**

- **Organizing parent training opportunities**

- **Planning teacher appreciation activities**

- **Supporting student learning through fundraising events**

3. Safety Committee

- **Comprised of administration, support staff, and parent representatives**

- **Meets regularly to debrief on drills**

- **Discuss safety concerns**

- **Develop action plans to improve safety protocol on campus**

4. School Site Council

- **Developing, monitoring, implementing, and evaluating the School's Single Plan for Student Achievement**

- **Provides inputs and approval of the school's safety plan.**

- **Provides inputs/suggestions for improvement**

- **Share LCAP information**

5. F2AST Foundation

- **Fisler Foundation for the Advancement of Science and Technology is a 501(c)(3) status non- profit educational organization created by**

parents, teachers and administrators to raise funds to help meet budget shortfalls in science and technology.

- Mission Statement: To enhance the science and technology programs at Robert C. Fisler School in furtherance of 21st century learning.

- Vision: The underlying tenet of F2AST is straightforward: The whole is greater than the sum of its parts. F2AST knows that the quality of a child's education is based on the partnership between the parents, educators, and the community. Together, let's overcome today's unprecedented budget crisis and give our children the quality education they deserve.

Goals: F2AST has three fundamental goals:

1. To make-up for district funding shortages that would have eliminated the Laptops for Learning program years ago.

2. To purchase student-centered software that is curriculum-specific for each grade level.

3. To provide financial support for science and technology initiatives.

The Fisler community participates in City of Fullerton and Fullerton District events such as Faces of Fullerton, Fullerton Fit Families, All the Arts Pin Auction, Toast to Learning, Rotary Club Jog-a-thon, and Needlework Guild of America events.

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 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	890	883	26	2.9%
Female	441	437	16	3.7%
Male	449	446	10	2.2%
Non-Binary				
American Indian or Alaska Native	0	0	0	0.0%
Asian	706	701	10	1.4%
Black or African American	12	12	1	8.3%
Filipino	41	41	0	0.0%
Hispanic or Latino	74	73	9	12.3%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	26	25	4	16.0%
White	29	29	1	3.4%
English Learners	209	207	3	1.4%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	263	262	15	5.7%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	44	44	2	4.5%

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.

Last updated: 1/22/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.22%	1.17%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.
Suspensions and Expulsions

Rate	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Suspensions	0.22%	0.00%	0.00%	1.17%	0.07%	1.35%	2.45%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/22/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

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 student population is ten or fewer.

Last updated: 1/22/23

School Safety Plan (School Year 2022–23)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 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.

Updated and reviewed with staff: 1/23/23

Approved by School Site Council: 1/25/23

Last updated: 1/26/23

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 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		3	
1	31.00		3	
2	32.00		3	
3	32.00		3	
4	31.00		2	1
5	26.00	1		3
6	23.00	19	18	9
Other**				

* 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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	30.00		3	
2	31.00		3	
3	31.00		3	
4	30.00		2	
5	30.00		3	
6	23.00	11	36	
Other**				

* 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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	20.00	1	3	
2	28.00		3	
3	24.00	1	3	
4	31.00		2	
5	26.00	1		2
6	18.00	17	36	
Other**	3.00	1		

* 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 (Secondary) (School Year 2019–20) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	3	3	8
Mathematics	26.00	4	3	2
Science	30.00	1	3	4
Social Science	35.00	1	1	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	4	5	6
Mathematics	24.00	5	2	1
Science	31.00		4	3
Social Science	33.00		3	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	5	6	5
Mathematics	20.00	4	5	1
Science	28.00	1	4	3
Social Science	28.00	1	2	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/22/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	843

* 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: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	0.00
Nurse	0.20

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	2.80
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6300.00	$86.00	$6214.00	$98412.68
District	N/A	N/A	$5765.90	$93395.00
Percent Difference – School Site and District	N/A	N/A	7.80%	3.20%
State	N/A	N/A	$6593.62	$87271.00
Percent Difference – School Site and State	N/A	N/A	-5.80%	10.50%

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

Types of Services Funded (Fiscal Year 2021–22)

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: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53803.00	$52640.75
Mid-Range Teacher Salary	$84751.00	$83981.39
Highest Teacher Salary	$115867.00	$107521.97
Average Principal Salary (Elementary)	$134410.00	$136246.56

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$138444.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$282881.00	$242165.89
Percent of Budget for Teacher Salaries	33.80%	34.07%
Percent of Budget for Administrative Salaries	5.98%	5.47%

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

District Amount

- Average Principal Salary (Elementary)
- Average Principal Salary (Middle)
- Average Principal Salary (High)
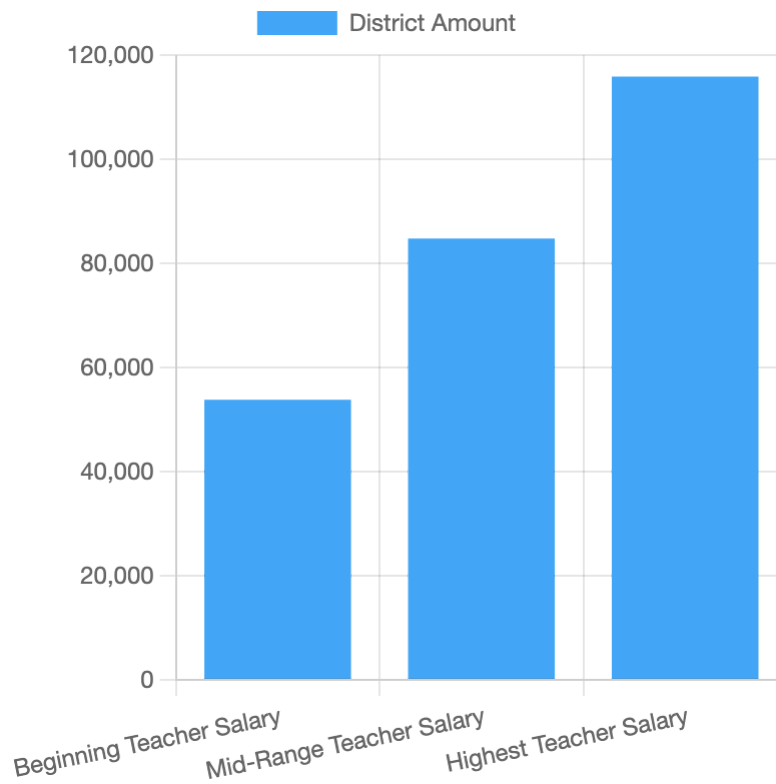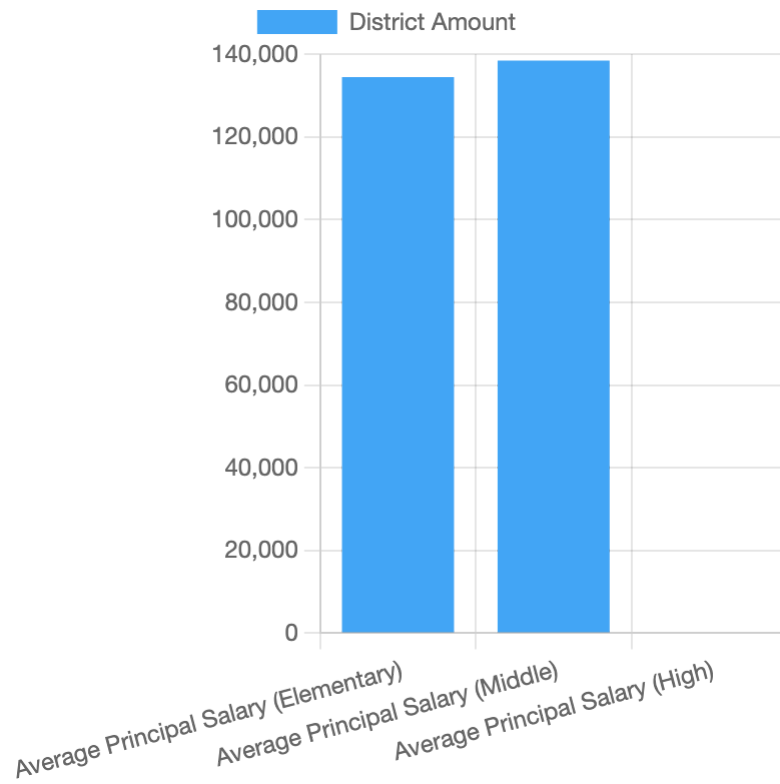
Last updated: 1/22/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/26/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/27/23