

Robert C. Fisler Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address: 1350 Starbuck St.
Fullerton, CA , 92833-5668

Principal: Dr. Kimberly Benaraw, Principal

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 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

Dr. Kimberly Benaraw, Principal

📍 Principal, Robert C. Fisler Elementary

About Our School



Robert C. Fisler School (Fisler) is located in the western section of the City of Fullerton in the County of Orange. Robert C. Fisler School serves students in transitional kindergarten through eighth grade. The school population of 888 students is composed of diverse backgrounds. Eighty-four percent of our students are Asian, seven percent are Hispanic, four percent are Caucasian, and three 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 St.
Fullerton, CA 92833-5668

Phone: (714) 447-2890

Email: kimberly_benaraw@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	Robert C. Fisler Elementary
Street	1350 Starbuck St.
City, State, Zip	Fullerton, CA , 92833-5668
Phone Number	(714) 447-2890
Principal	Dr. Kimberly Benaraw, Principal
Email Address	kimberly_benaraw@myfsd.org
Website	www.fullertonsd.org/fisler
Grade Span	K-8
County-District-School (CDS) Code	30665060102582

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

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.

As an Apple Distinguished School for sixteen 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 Google and 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 includes IXL, Edupuzzle, RAZ Kids, iReady, 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. Within our 1:1 Laptop program, safety is our number one priority. To safeguard our students, our district has a robust web filtering system and IT Technicians to monitor and service laptops and teachers use a Mobile Device Manager (MDM) to further monitor student laptop activity in the classrooms. Fisler is also a Common Sense Media School. Earning the Common Sense Media School badge is a symbol of our school's dedication and commitment to helping students think critically and use technology responsibly to learn, create, participate, and share.

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 through eighth grade students learn progressive language-based coding through Python. Middle school students also 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 their passions with an emphasis toward a career pathway, 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 teams such as National Junior Honor Society, Science Olympiad, Speech and Debate, Math Field Day, and after school sports programs.

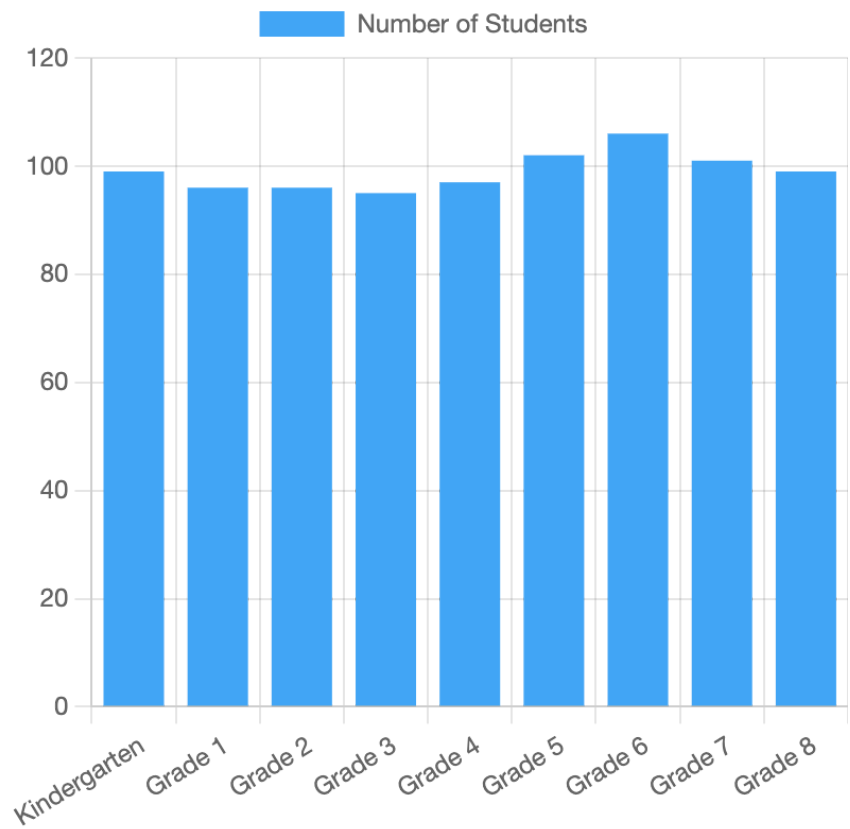
Fisler teachers are committed to research-based instruction to support each child. They focus on scaffolding skills and developing student independence through Reading and Writing Workshop, Balanced Literacy practices, and Cognitively Guided math instruction. Teaching students how to collaborate and 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 2023–24)

Grade Level	Number of Students
Kindergarten	99
Grade 1	96
Grade 2	96
Grade 3	95
Grade 4	97
Grade 5	102
Grade 6	106
Grade 7	101
Grade 8	99
Total Enrollment	891



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

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	79.10%
Black or African American	1.20%
Filipino	5.80%
Hispanic or Latino	7.10%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.50%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.90%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	24.10%
Students with Disabilities	3.90%

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)	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.

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)	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.

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)	33.00	96.33%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.41%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	1.10	3.27%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	34.20	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	1.00	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.10	0

**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	0.1
Total Out-of-Field Teachers	0.00	0.00	0.1

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 7th-8th Grade - Houghton Mifflin Company: Algebra/Geometry / Yes / 2016	0
Science	K-6th Grade - Discovery: Science Techbook / Yes / 2020 7th-8th Grade - Amplify: Science Middle School / Yes / 2020	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science / Yes / 2006 7th-8th Grade - McGraw Hill Education: Impact / Yes / 2022	0
Foreign Language	En Español 7-8 / Yes / 2019	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 Musical instruments and scores (Gr. 7-8)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
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. Fisler School has 31 classrooms, a multipurpose room, a media center and a science building. The campus was constructed in 2004. In 2007, one portable classroom and a childcare portable 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 2023-24, the District spent \$0 on Deferred Maintenance. For the 2024-25 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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair door closure in room 12.

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)	86%	87%	57%	57%	46%	47%
Mathematics (grades 3-8 and 11)	83%	83%	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	595	583	97.98%	2.02%	86.79%
Female	293	286	97.61%	2.39%	89.86%
Male	302	297	98.34%	1.66%	83.84%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	479	470	98.12%	1.88%	88.72%
Black or African American	--	--	--	--	--
Filipino	36	35	97.22%	2.78%	88.57%
Hispanic or Latino	39	39	100.00%	0.00%	69.23%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	100.00%
White	22	20	90.91%	9.09%	70.00%
English Learners	63	54	85.71%	14.29%	38.89%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	181	98.91%	1.09%	84.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	34.78%

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	595	592	99.50%	0.50%	83.28%
Female	293	291	99.32%	0.68%	81.44%
Male	302	301	99.67%	0.33%	85.05%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	479	479	100.00%	0.00%	88.10%
Black or African American	--	--	--	--	--
Filipino	36	35	97.22%	2.78%	74.29%
Hispanic or Latino	39	39	100.00%	0.00%	53.85%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00%	0.00%	90.91%
White	22	20	90.91%	9.09%	55.00%
English Learners	63	63	100.00%	0.00%	60.32%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	183	100.00%	0.00%	78.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	34.78%

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)	64.53%	66.50%	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	198	197	99.49%	0.51%	66.50%
Female	98	97	98.98%	1.02%	62.89%
Male	100	100	100.00%	0.00%	70.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	157	157	100.00%	0.00%	67.52%
Black or African American	--	--	--	--	--
Filipino	11	11	100.00%	0.00%	63.64%
Hispanic or Latino	15	15	100.00%	0.00%	60.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00%	0.00%	20.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.00%	0.00%	64.06%
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	100%	100%	98.9%	100%	100%
7	95%	91%	91%	91%	91%

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)

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 Auction, Toast to Learning, Rotary Club Jog-a-thon, FSD Fest, STEM Nation, Science Olympiad, Speech and Debate, 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 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	916	911	21	2.3%
Female	444	442	13	2.9%
Male	472	469	8	1.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	725	722	9	1.2%
Black or African American	11	11	0	0.0%
Filipino	53	53	1	1.9%
Hispanic or Latino	66	65	7	10.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	1	4.5%
White	36	35	2	5.7%
English Learners	189	188	2	1.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	265	265	13	4.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	42	2	4.8%

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	0.00%	0.11%	0.11%	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	0.11%	0%
Female	0%	0%
Male	0.21%	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	1.52%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.38%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	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.

Updated and reviewed with staff: 12/11/24

Approved by School Site Council: 1/22/25

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 (Secondary) (School Year 2021–22)

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.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	4	5	6
Mathematics	25.00	3	4	1
Science	31.00	0	4	3
Social Science	33.00	0	4	2

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	2	5	8
Mathematics	25.00	2	4	2
Science	33.00		3	4
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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	849

* 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)	1.05
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.20
Social Worker	0.05
Nurse	0.20
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other**	95.00

* 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.

** "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	\$6942.00	\$232.00	\$6710.00	\$102863.62
District	N/A	N/A	\$6634.04	\$101846.00
Percent Difference – School Site and District	N/A	N/A	1.10%	-1.80%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-37.70%	5.10%

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

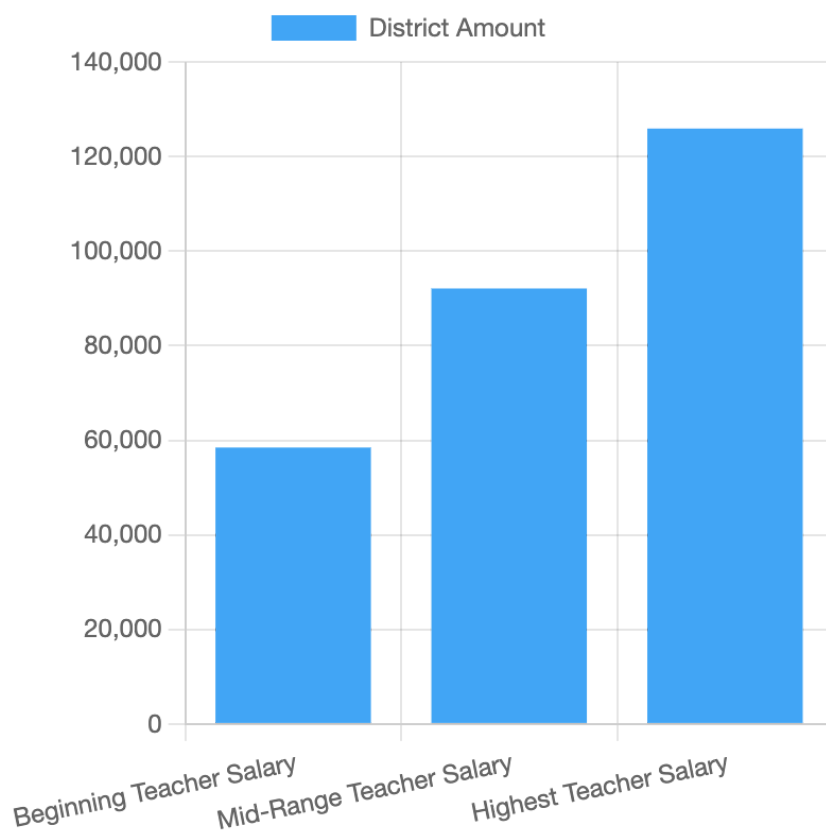
Other Related Professional Development Activities

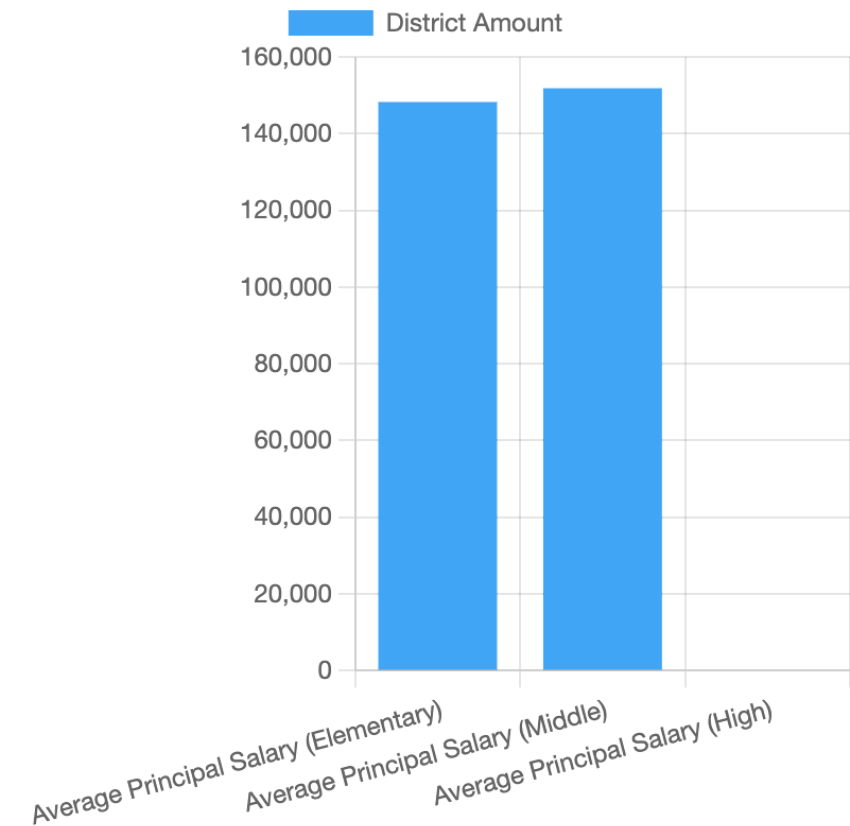
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

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