

Commonwealth Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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/fq/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).

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.



Anita Lomeli, Principal

Principal, Commonwealth Elementary

About Our School

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

Contact

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

Phone: 714-447-7705
Email: anita_lomeli@myfsd.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Fullerton Elementary |
| Phone Number | (714) 447-7400 |
| Superintendent | Bob Pletka |
| Email Address | bob_pletka@myfsd.org |
| Website | www.fullertonsd.org/ |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Commonwealth Elementary |
| Street | 2200 East Commonwealth Ave. |
| City, State, Zip | Fullerton, Ca, 92831-4212 |
| Phone Number | 714-447-7705 |
| Principal | Anita Lomeli, Principal |
| Email Address | anita_lomeli@myfsd.org |
| Website | www.fullertonsd.org/commonwealth/ |
| County-District-School (CDS) Code | 30665066028021 |

Last updated: 1/22/2020

School Description and Mission Statement (School Year 2019—20)

Mission Statement:

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

School Description:

Commonwealth Elementary School opened its doors in 1955 and is located in the city of Fullerton. Situated in the southeastern section of the city, it is 3 blocks away from 3 universities: California State University, Fullerton, Hope International University, and Marshall B. Ketchum University. It is one of 15 elementary K-6 school sites in the Fullerton School District. For the 2019-2020 school year, the total enrollment at Commonwealth Elementary School for grades SDC Preschool through 6th is 359 students. This enrollment includes 2 Special Day Classes (SDC) mild/moderate with 27 students. Three additional SDC moderate/severe classes enroll 25 students in an Autism-specific preschool and kindergarten. State Preschool enrolls an additional 48 students in 2 sessions (AM and PM). In addition, 90 students participate in The Boys and Girls Club afterschool program Monday through Friday.

Student ethnic demographics are represented in the following manner: 80.3% Hispanic, 9.3% White, 4.4% Asian, 2% African American, 3.7% two or more races. Other demographics include the following: 85% Socioeconomically Disadvantaged, 41% English Learners with 95% speaking Spanish as the primary home language. 20% of students receive special education services. 63% of students in special education receive services in a special day class and 37% of students participate in speech services and/or the resource specialist program. An Occupational Therapy (OT) Clinic has also been established by the District and is housed at the school site and provides services for students across the district, including Commonwealth Elementary.

The school is staffed with 1 Principal, 10 General Education Teachers, 1.5 Response to Intervention Coach, 1 part-time PE Teacher (2.5 days a week), 5 Special Education Teachers, 1 Resource Specialist Program (RSP) Teacher, 1 1/2 Speech and Language Pathologists, and 1 School Psychologist (on site 3 days a week), 1 part-time mental health therapist intern (24 hours weekly), 1 part-time technology instructional assistant/librarian (.5 FTE), 1 Nurse (on site 1 day a week), 3 general education instructional assistants, 15 special education instructional assistants, 1 speech pathologist and language assistant, 2 custodians, 1 office manager, 1 office clerk, 1 part-time health assistant, 1 part-time social services assistant, 1 part-time recreation instructional assistant, and 4 playground supervision aides.

Class size in grades Kindergarten through 3rd is 32 students per classroom. In grades 4-6, class size reaches its maximum capacity at 34 students per classroom. In our State Preschool program each session enrolls a maximum of 24 students.

Commonwealth Elementary School continues to move forward with full implementation of a PBIS program (Positive Behaviors Interventions and Supports). During the 2018-2019 school year, our program earned Gold level recognition by the California PBIS Coalition. As the school year begins anew, our staff and community continue to see positive results in student behavior and school culture. Students benefit from clear and consistent behavior expectations across various areas of the campus including the classrooms, restrooms, lunch area, and playground. iROAR tickets are handed out to students when they "show their stripes" meaning that they adhere to actions that demonstrate integrity, responsibility, organization, accountability and/or respectfulness. The PBIS Leadership Team continues to receive sustainability training from FSD's Child Welfare and Attendance Department. The school-based PBIS team meets regularly on a monthly basis during the school year in order to assess the effectiveness of the program and to plan for next steps with students. Students receive a variety of incentives and interventions to support desired behavior. Monthly assemblies celebrate a specific character trait, students in each class are recognized for their efforts in demonstrating the trait of the month, and raffle prizes are drawn.

In addition, Commonwealth Elementary School receives community assistance in the form of instructional volunteer work from parents, college students from Fullerton College (junior college), and Cal State Fullerton (CSUF) on a consistent basis. Other outside agencies such as Pathways of Hope, Needlework Guild of America (Fullerton chapter), Fullerton Collaborative, Fullerton City Library, For His Glory Community Church, and Fullerton Cares also provide much needed support to our families and students. We continue to partner with St. Jude Hospital of Fullerton, benefit from LEAP (Lunchtime Exercise Activity Program) and the Orange County Department of Education for Nutrition lessons, recess physical activities, and wellness information as part of the Move More, Eat Healthy initiative. In partnership with the Boys and Girls Club of Fullerton, approximately 90 students attend the after school program housed on site. PTA is very supportive of Commonwealth students, families, and teachers. PTA provides financial support for field trips, programs, and school events. Grant monies from the Fullerton Education Foundation and All the Arts for All the Kids continue to support our endeavor this school year. A number of advisory councils support the school program including: School Site Council, English Language Advisory Committee (ELAC) and Champions for Learning. Parents are encouraged to be involved in their child's education.

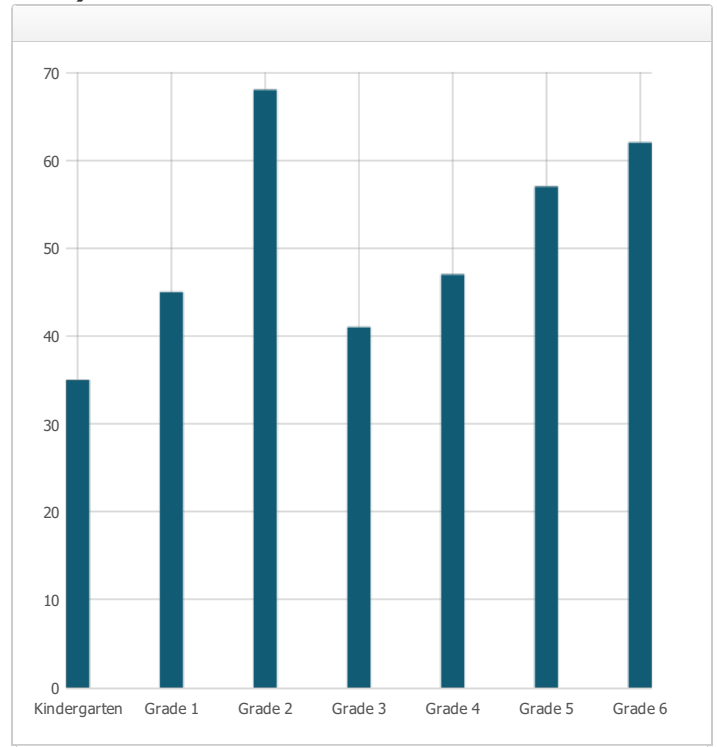
During the 2019-2020 school year, Commonwealth Elementary School gain about 4 percentage points in Math and showed increased need in the area of ELA of about 4% from the previous school year in academic performance as measured by district benchmarks, writing assessments, licensed computer-based programs, and the CAASPP (California Assessment of Student Performance and Progress). Mathematics and ELA continue to be an area of need and focus for the 2019-2020 school year. Student attendance also maintained at 97.4% as the previous school year. School-wide academic commitments for the 2019-2020 school year include the successful implementation of Common Core State Standards, Thinking Maps, Marzano teaching strategies and design questions, Professional Learning Communities, Response to Interventions, Cognitively Guided Instruction (CGI Math), Technology Literacy, Digital Citizenship, Writer's Workshop, and PBIS. Through the support of district funds, foundation grants, and school funds, all students in grades Kindergarten through 6 are equipped with an iPad as a learning tool. Teachers engage students and enhance learning opportunities through the use of technology on a daily basis. Continued professional development for teachers is also provided through district training and workshops, 2 trainer of trainer Thinking Maps teachers, outside agencies such as CUE, support from a teacher on special assignment (TOSA), district and school site supported computer technicians and an instructional assistant of technology.

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

Last updated: 1/22/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 35 |
| Grade 1 | 45 |
| Grade 2 | 68 |
| Grade 3 | 41 |
| Grade 4 | 47 |
| Grade 5 | 57 |
| Grade 6 | 62 |
| Total Enrollment | 355 |



Last updated: 1/22/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.00 % |
| American Indian or Alaska Native | 0.60 % |
| Asian | 2.80 % |
| Filipino | 0.60 % |
| Hispanic or Latino | 80.80 % |
| Native Hawaiian or Pacific Islander | % |
| White | 9.30 % |
| Two or More Races | 3.90 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 84.80 % |
| English Learners | 38.30 % |
| Students with Disabilities | 17.50 % |
| Foster Youth | 1.10 % |
| Homeless | 4.80 % |

A. Conditions of Learning

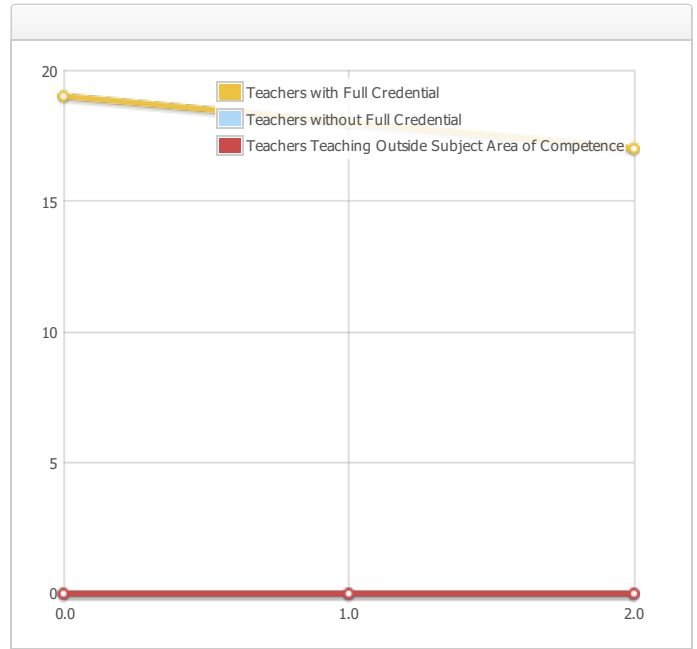
State Priority: Basic

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 Credentials

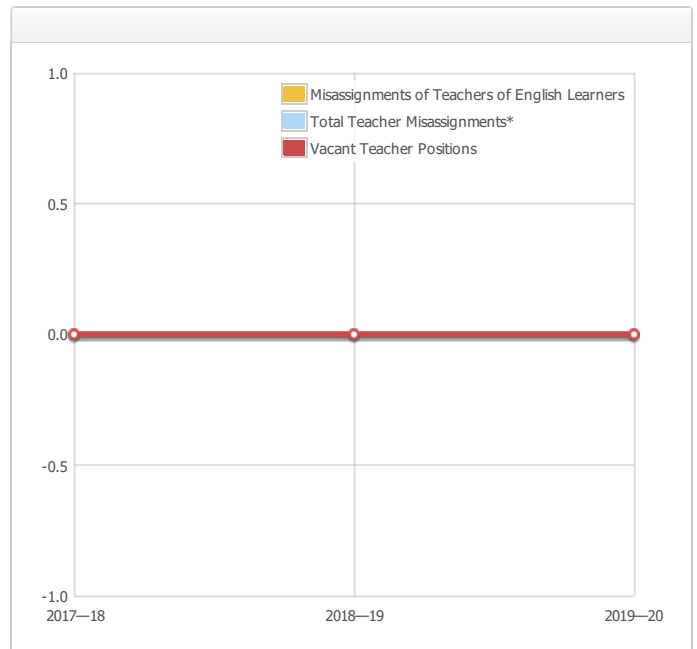
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 19 | 18 | 17 | 522 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/29/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts | <ul style="list-style-type: none"> • 2017 McGraw-Hill K-8 | Yes | 0.00 % |
| Mathematics | <ul style="list-style-type: none"> • 2015 Houghton Mifflin Go Math K-8 • 2015 McGraw Hill Geometry 8 | Yes | 0.00 % |
| Science | <ul style="list-style-type: none"> • 2008 Houghton Mifflin K-5 • 2008 McDougal Littell 6-8 | Yes | 0.00 % |
| History-Social Science | <ul style="list-style-type: none"> • 2007 Houghton Mifflin K-5 • 2007 McDougal Littell 6-8 | No | 0.00 % |
| Foreign Language | <ul style="list-style-type: none"> • 2019 En Español 7-8 • 2019 Vista Higher Learning French 7-8 | Yes | 0.00 % |
| Health | <ul style="list-style-type: none"> • 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 | 0.00 % |
| Visual and Performing Arts | <p>All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</p> <ul style="list-style-type: none"> • Instrumental music (grades 5-6) • Band and string instruments and musical scores (grades 7-8) | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 4/9/2020

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 2018-19 the District spent \$30 on Deferred Maintenance. For the 2019-20 school year the District budgeted \$36,145 for Deferred Maintenance expenditures.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

| 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 | <p>Outside walkway beam rotten - Work order 158001</p> <p>Room 25 bad door closer (slammer) - Work order 158002</p> |

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/30/2020

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 33.0% | 29.0% | 59.0% | 58.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 21.0% | 24.0% | 51.0% | 51.0% | 38.0% | 39.0% |

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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 206 | 204 | 99.03% | 0.97% | 28.57% |
| Male | 92 | 91 | 98.91% | 1.09% | 20.88% |
| Female | 114 | 113 | 99.12% | 0.88% | 34.82% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 173 | 172 | 99.42% | 0.58% | 25.15% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 13 | 13 | 100.00% | 0.00% | 30.77% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 175 | 173 | 98.86% | 1.14% | 26.16% |
| English Learners | 118 | 117 | 99.15% | 0.85% | 31.62% |
| Students with Disabilities | 39 | 39 | 100.00% | 0.00% | 0.00% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 13 | 13 | 100.00% | 0.00% | 15.38% |

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 CAAs 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: 1/22/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 206 | 205 | 99.51% | 0.49% | 23.90% |
| Male | 92 | 92 | 100.00% | 0.00% | 22.83% |
| Female | 114 | 113 | 99.12% | 0.88% | 24.78% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | -- | -- | -- | -- | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 173 | 173 | 100.00% | 0.00% | 22.54% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 13 | 13 | 100.00% | 0.00% | 15.38% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 175 | 174 | 99.43% | 0.57% | 19.54% |
| English Learners | 118 | 118 | 100.00% | 0.00% | 27.12% |
| Students with Disabilities | 39 | 39 | 100.00% | 0.00% | 5.13% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | 13 | 13 | 100.00% | 0.00% | 0.00% |

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 CAAs 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: 1/22/2020

**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 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/22/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

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 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

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: 1/22/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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

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

State Priority: Pupil Engagement

Last updated: 1/22/2020

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

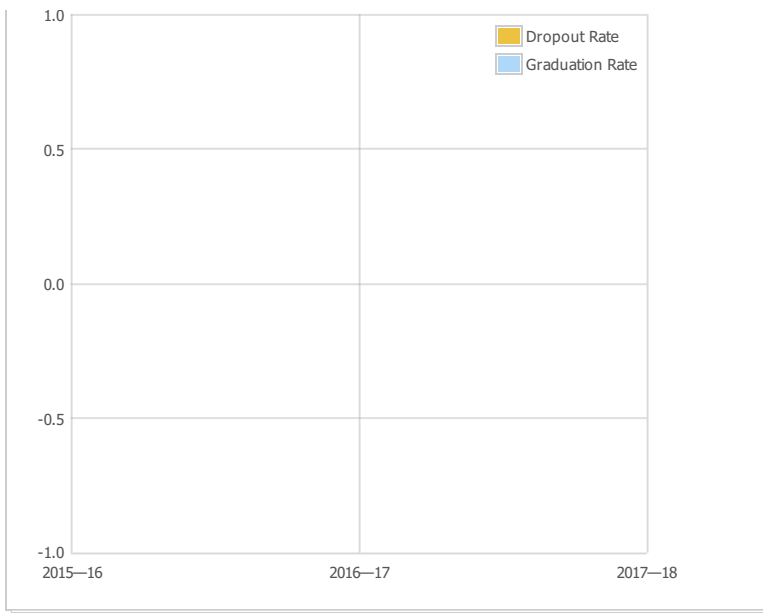
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | -- | -- | 9.70% |
| Graduation Rate | -- | -- | 83.80% |

| Indicator | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | -- | -- | -- | -- | 9.10% | 9.60% |
| Graduation Rate | -- | -- | -- | -- | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2020

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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 4.70% | 0.70% | 0.50% | 1.50% | 1.20% | 1.40% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/22/2020

School Safety Plan (School Year 2019—20)

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.

Approved and presented to staff: January 24, 2020

Last updated: 1/22/2020

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 (2016—17)

| 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 | 32.00 | | 1 | |
| 2 | 24.00 | | 2 | |
| 3 | 26.00 | | 2 | |
| 4 | 32.00 | | 1 | |
| 5 | 32.00 | | 2 | |
| 6 | 28.00 | 1 | | 2 |
| Other** | 15.00 | 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 (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 17.00 | 2 | 1 | |
| 1 | 32.00 | | 2 | |
| 2 | 29.00 | | 1 | |
| 3 | 24.00 | 1 | 2 | |
| 4 | 30.00 | | 1 | |
| 5 | 32.00 | | 1 | 1 |
| 6 | 28.00 | 1 | | 2 |
| 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 (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 19.00 | 1 | 1 | |
| 1 | 31.00 | | 1 | |
| 2 | 28.00 | | 2 | |
| 3 | 22.00 | 1 | 2 | |
| 4 | 32.00 | | 1 | |
| 5 | 31.00 | | 2 | |
| 6 | 24.00 | 1 | 2 | |
| 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 3550.00 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/22/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.80 |
| Social Worker | 0.00 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 1.40 |
| Resource Specialist (non-teaching) | 2.00 |
| Other | 0.00 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6415.00 | \$385.00 | \$6031.00 | \$102728.00 |
| District | N/A | N/A | \$5297.28 | \$91359.00 |
| Percent Difference – School Site and District | N/A | N/A | 13.80% | 12.40% |
| State | N/A | N/A | \$7506.64 | \$82663.00 |
| Percent Difference – School Site and State | N/A | N/A | -19.70% | 24.30% |

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

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

Delivery of Professional Development:

- Staff Development Day
- Workshops
- Conferences
- After- school Workshops
- In-class Coaching

Other Related Professional Development activities:

- Data-Driven instruction

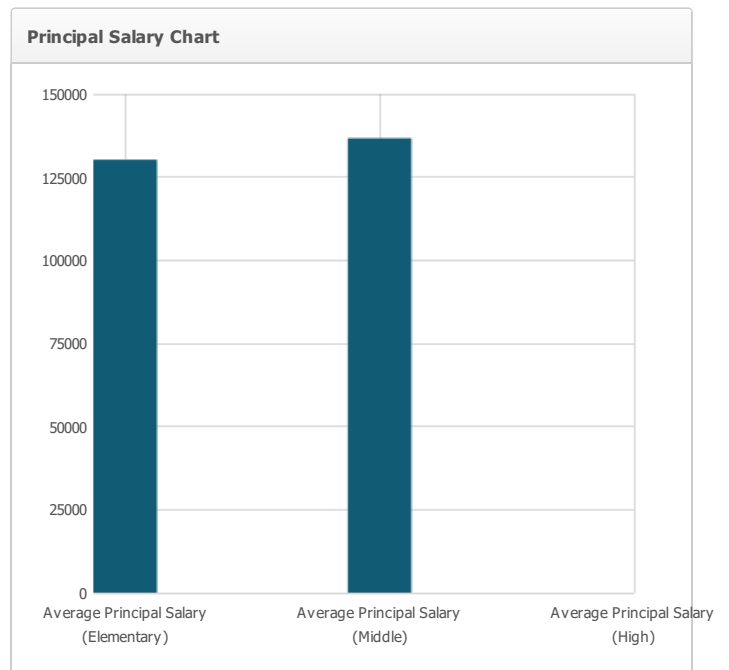
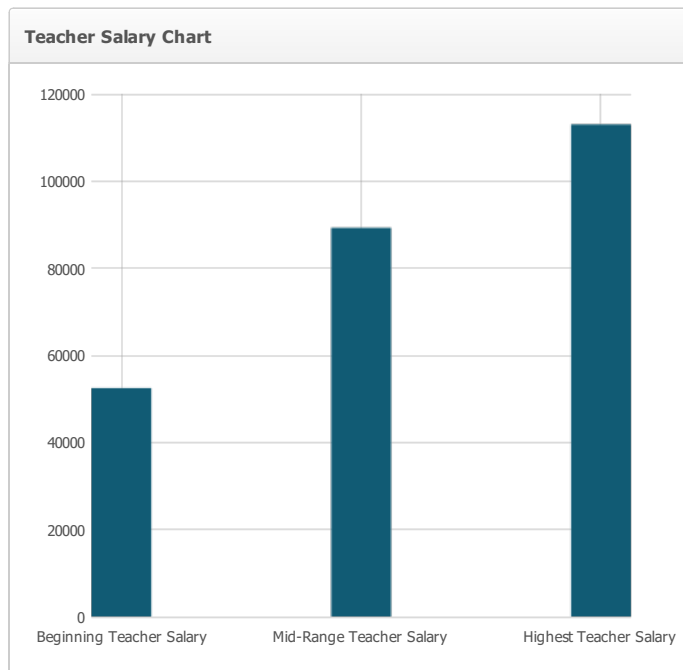
- Technology Integration
- Marzano Instructional Strategies
- Systematic ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Mathematics Instructional Strategies
- English Language Arts Program

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,483 | \$45,741 |
| Mid-Range Teacher Salary | \$89,286 | \$81,840 |
| Highest Teacher Salary | \$113,025 | \$102,065 |
| Average Principal Salary (Elementary) | \$130,195 | \$129,221 |
| Average Principal Salary (Middle) | \$136,684 | \$132,874 |
| Average Principal Salary (High) | \$ | \$128,660 |
| Superintendent Salary | \$270,531 | \$224,581 |
| Percent of Budget for Teacher Salaries | 38.00% | 36.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 5.00% |

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



Last updated: 1/22/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.00% |

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

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

Last updated: 1/29/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |