

Del Aire Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

| | |
|--|---|
| School Name | Del Aire Elementary School |
| Street | 12110 Hindry Ave. |
| City, State, Zip | Hawthorne, CA 90250 |
| Phone Number | (310) 725-2100 |
| Principal | Alberto Paredes |
| Email Address | aparedes@wiseburn.org |
| School Website | https://delaire.wiseburn.org/ |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 19651696023808 |

2024-25 District Contact Information

| | |
|-------------------------|--|
| District Name | Wiseburn Unified School District |
| Phone Number | (310) 725-2101 |
| Superintendent | Blake Silvers, Ed.D. |
| Email Address | wtsubaki@wiseburn.org |
| District Website | www.wiseburn.org |

2024-25 School Description and Mission Statement

Principal's Message

As principal of Del Aire Elementary School, I am extremely proud of the high quality education program offered to our students. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. Our school brings together students from many backgrounds and cultures. Our diversity is the foundation of our core belief that every child can learn and be successful at Del Aire Elementary School. Our state-of-the-art school building exemplifies our community's commitment to providing a safe and quality learning experience for all of our students. We are proud to be recognized as a

2024-25 School Description and Mission Statement

California Distinguished School. Being a student at Del Aire means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

There are a variety of reasons why Del Aire School is unique and successful. Our staff is committed to providing a very challenging curriculum within a highly nurturing environment. We are all committed to preparing our students to take their place within an ever-changing global society by providing them with a content-engaging curriculum which stresses thinking and developing meaning. Knowing that our students need requisite skills to take their place in the information age, we have designed a curriculum that encourages our students to think creatively, to strengthen their communication skills, to problem solve, and to work together in a variety of collaborative structures, applying and connecting their learning with real-life situations.

At Del Aire, we believe in the whole child. In addition to strong high academic standards-based curriculum, we have various programs that meet the needs of our students. Teachers and students work hard both in and out of the classrooms to ensure future success. We believe our students should be creative thinkers who are able to use available resources and technology to solve any problems which they encounter. Teachers are guiding our students as they use their iPads and/or Chromebooks to enhance their learning. In addition to a strong, highly academic, and standards-based curriculum, we have various programs that meet the needs of students. We are very proud to be recognized as a 2020 California Distinguished School. We are also very proud to be recognized both as an Honor Roll School by the Educational Results Partnership (ERP) and a Platinum PBIS School. Being a student at Del Aire means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

The Del Aire staff believes that all students can learn and use student data as both a performance indicator and as a guide to for instructional decision making. The staff utilizes a rigorous TK – 5 curriculum, instructional materials, and instructional practices that are aligned to the California State Standards. Teachers provide students with challenging lessons and multiple opportunities to think critically and demonstrate their learning in a variety of ways. At staff meetings and grade level meetings, teachers review local and state assessments to determine the effectiveness of our instructional program and to identify areas of strength and areas for improvement. We use a multi-tier system of support (MTSS) to help ensure student success. Multiple measures are used to identify students needing intervention and enrichment. Del Aire uses data, accessed through multiple measures such as PowerSchool, STAR Math, STAR Reading, and student work for measuring student progress. This allows for development of appropriate instruction and school wide academic interventions and enrichment opportunities such as English Language Arts (ELA) and Math Interventions.

Alberto Paredes
Principal
Del Aire Elementary
Wiseburn Unified School District

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 114 |
| Grade 1 | 96 |
| Grade 2 | 96 |
| Grade 3 | 99 |
| Grade 4 | 93 |
| Grade 5 | 91 |
| Total Enrollment | 589 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.9 |
| Male | 52.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 10.2 |
| Black or African American | 14.1 |
| Filipino | 1.7 |
| Hispanic or Latino | 45 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 10.9 |
| White | 17.8 |
| English Learners | 7.6 |
| Foster Youth | 0.2 |
| Homeless | 0.5 |
| Socioeconomically Disadvantaged | 29.4 |
| Students with Disabilities | 14.8 |

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.

2020-21 Teacher Preparation and Placement

| 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) | 22.90 | 100.00 | 165.70 | 90.32 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.54 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 5.20 | 2.88 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 6.40 | 3.49 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 5.00 | 2.76 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.90 | 100.00 | 183.50 | 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.

2021-22 Teacher Preparation and Placement

| 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) | 21.20 | 91.38 | 177.00 | 88.22 | 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) | 1.00 | 4.31 | 12.70 | 6.37 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.30 | 2.15 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.00 | 4.31 | 6.50 | 3.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.20 | 100.00 | 200.60 | 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.

2022-23 Teacher Preparation and Placement

| 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) | 21.80 | 91.23 | 184.80 | 89.37 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.90 | 8.31 | 11.90 | 5.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.80 | 2.33 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.38 | 5.20 | 2.53 | 14303.80 | 5.15 |
| Total Teaching Positions | 23.90 | 100.00 | 206.80 | 100.00 | 277698 | 100 |

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 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 1.00 | 1.9 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 1.00 | 1.9 |

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

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

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 7.5 | 5.4 |
| 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 | 5.4 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Juan de Anza Elementary School are aligned to the California Standards and Frameworks.

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 "Wonders" 2017 | Yes | 0% |
| Mathematics | Great Minds "Eureka Squared" 2024 | Yes | 0% |
| Science | Savvas Learning Company "elevateScience" 2022 | Yes | 0% |
| History-Social Science | Houghton Mifflin History Social Science 2007 | Yes | 0% |

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

School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. An electronic work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three full time evening custodians are assigned to Del Aire Elementary School. The day custodian is responsible for:

- Campus trash cleanup
- Office cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Lunch area cleanup
- Campus trash cleanup
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

5/20/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Portables: Portable #3 HVAC inoperable. Renovation March 2024. |
| Interior: Interior Surfaces | | | X | Conference Rm: Conference room construction is not complete (wall). Main Office: Alerts on display panel = faults and replace carpet throughout. MP: Floor tiles need to be replaced. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Main Office: Alerts on display panel = faults and replace carpet throughout. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | CDC: Pillars are rusted and need to be replaced. Replace foundations outside. North Wing 17-28: Replace hand dryer and Girls restroom. South Wing 1-16: Fountains near Rm 15 needs repair. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Shade/Lunch: Shade area column rusted. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | CDC: Pillars are rusted and need to be replaced. Replace foundations outside. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 [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).

The CAASPP System encompasses the following assessments and student participation requirements:

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | 57 | 66 | 62 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 41 | 53 | 46 | 45 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 279 | 279 | 100.00 | 0.00 | 56.99 |
| Female | 136 | 136 | 100.00 | 0.00 | 61.76 |
| Male | 143 | 143 | 100.00 | 0.00 | 52.45 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 23 | 23 | 100.00 | 0.00 | 82.61 |
| Black or African American | 52 | 52 | 100.00 | 0.00 | 48.08 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 132 | 132 | 100.00 | 0.00 | 52.27 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 85.00 |
| White | 46 | 46 | 100.00 | 0.00 | 58.70 |
| English Learners | 24 | 24 | 100.00 | 0.00 | 16.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 67 | 100.00 | 0.00 | 41.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 49 | 49 | 100.00 | 0.00 | 26.53 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 279 | 279 | 100.00 | 0.00 | 52.69 |
| Female | 136 | 136 | 100.00 | 0.00 | 51.47 |
| Male | 143 | 143 | 100.00 | 0.00 | 53.85 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 23 | 23 | 100.00 | 0.00 | 78.26 |
| Black or African American | 52 | 52 | 100.00 | 0.00 | 38.46 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 132 | 132 | 100.00 | 0.00 | 44.70 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 85.00 |
| White | 46 | 46 | 100.00 | 0.00 | 65.22 |
| English Learners | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 67 | 67 | 100.00 | 0.00 | 34.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 49 | 49 | 100.00 | 0.00 | 20.41 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| 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) | 43.16 | 41.76 | 49.91 | 46.26 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 91 | 91 | 100.00 | 0.00 | 41.76 |
| Female | 47 | 47 | 100.00 | 0.00 | 42.55 |
| Male | 44 | 44 | 100.00 | 0.00 | 40.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 21 | 21 | 100.00 | 0.00 | 28.57 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 43 | 43 | 100.00 | 0.00 | 34.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 16 | 16 | 100.00 | 0.00 | 62.50 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 30 | 30 | 100.00 | 0.00 | 30.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 27.78 |

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98.9% | 97.8% | 98.9% | 98.9% | 100.0% |

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.

2024-25 Opportunities for Parental Involvement

We have multiple ways for parents to participate in life at Del Aire Elementary School, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which works with administrators, teachers, and classified staff to help make financial and educational decisions. Parents of English Learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of families. During a traditional year, parent volunteers help with special projects in the classroom and chaperone field trips. Our PTA provides invaluable support for our school through fund-raising and thousands of hours of volunteer work. The PTA also coordinates special family events such as restaurant nights and special parent information sessions. We encourage parents to come and get to know the Del Aire community through events such as the Pizza Picnic, Costume Parade, Winter Wonderland, and Spring Art Show. The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in the fall and spring. Our PTA has been very successful in reaching out to new parents to help build our volunteer base.

Also during a traditional year, parents are invited to join us for our STEAM Nights. These are opportunities to learn about current math strategies, engineering practices, and art projects that we are utilizing at school. These events not only help strengthen our partnership, but they help build awareness and understanding that leads to informed decision making.

To keep parents informed we send out two weekly e-mails, one from the Del Aire PTA, and the other from the Del Aire principal. Additionally, information is posted on the website and on multiple social media platforms.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 611 | 604 | 41 | 6.8 |
| Female | 295 | 290 | 18 | 6.2 |
| Male | 316 | 314 | 23 | 7.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 60 | 59 | 1 | 1.7 |
| Black or African American | 90 | 88 | 6 | 6.8 |
| Filipino | 11 | 11 | 0 | 0.0 |
| Hispanic or Latino | 272 | 270 | 23 | 8.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 64 | 64 | 5 | 7.8 |
| White | 108 | 108 | 3 | 2.8 |
| English Learners | 51 | 49 | 5 | 10.2 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 202 | 197 | 27 | 13.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 100 | 98 | 11 | 11.2 |

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: 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

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| 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 |
| 2.13 | 0.98 | 1.47 | 1.41 | 1.58 | 1.55 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| 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 |
| 0 | 0 | 0 | 0 | 0.1 | 0.02 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.47 | 0.00 |
| Female | 0.34 | 0.00 |
| Male | 2.53 | 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 | 4.44 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.10 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.93 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.98 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.00 | 0.00 |

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.

2024-25 School Safety Plan

The Del Aire community of teachers, parents, students, and staff are all committed to providing a positive and safe environment. In addition to strong high academic standards-based curriculum, we have various programs that meet the needs of our students. We use a multi-tier system of support (MTSS) to help ensure student success. We are proud to be recognized

2024-25 School Safety Plan

as an Honor Roll School by the Educational Results Partnership (ERP) in 2017, 2018, and in 2019. We are also very proud to be recognized both as a 2020 California Distinguished School, and a Platinum Positive Behavior Intervention Support (PBIS) School. Our award-winning positive behavior support system SOAR was developed to encourage the positive character traits of honesty, respect, accountability, objectivity, kindness, and outstanding citizenship. Del Aire Eagles are scholars, outstanding citizens, accountable, and above all respectful (S.O.A.R.). SOAR slips are used to recognize students who have exemplified expectations. In addition, school-wide challenges like the Kindness Challenge and Character Challenge are opportunities that allow students to demonstrate their compassionate side. Teachers and instructional aides supervise the playgrounds. Our students are taught to resolve conflicts in a calm and non-physical manner using strategies that promote positive behavior. Fighting and/or physical altercations are extremely rare at Del Aire and result in serious and immediate consequences. Students benefit from a clean, safe facility that reinforces the high value placed on education by the school community. Being a student at Del Aire means becoming part of a special community where teachers, staff, and parents are dedicated to improving student achievement and nurturing responsible citizens.

The safety of teachers and students is one of the top priorities at Del Aire. In order to ensure safety for all we have a district-wide emergency protocol manual that is reviewed annually by all the teachers, staff members, and the school site council. It contains procedures for fire, earthquake, lockdown, and shelter-in-place. In addition to being reviewed, these scenarios are practiced as a school monthly to refine our actions and advocate for further safety. Representatives from the local sheriff's station reviewed and approved the plan and we continue to share updates. We work in collaboration with this and other emergency agencies to ensure our plans and procedures are up-to-date and effective. Each staff member is assigned to various committees that will ensure safety during an actual emergency (search and rescue, first aid, communication, etc.). Del Aire participates annually in the Great California Shakeout each October. This provides us the opportunity to stage a full-scale earthquake drill with all committees engaged.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 2 | 5 | |
| 1 | 20 | 3 | 12 | |
| 2 | 19 | 3 | 12 | |
| 3 | 19 | 3 | 12 | |
| 4 | 23 | 5 | 15 | |
| 5 | 23 | 5 | 15 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 2 | 4 | |
| 1 | 24 | 3 | 9 | 3 |
| 2 | 19 | 3 | 12 | |
| 3 | 17 | 6 | 12 | |
| 4 | 31 | | 15 | |
| 5 | 29 | 1 | 15 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | 0 | 4 | 0 |
| 1 | 24 | 0 | 4 | 0 |
| 2 | 24 | 0 | 4 | 0 |
| 3 | 24 | 0 | 4 | 0 |
| 4 | 30 | 0 | 3 | 0 |
| 5 | 30 | 0 | 3 | 0 |
| Other | 6 | 3 | | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 589 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | |
| Other | 4.2 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,818 | \$1,564 | \$8,253 | \$94,242 |
| District | N/A | N/A | \$6,971 | \$96,712 |
| Percent Difference - School Site and District | N/A | N/A | 16.8 | -2.6 |
| State | N/A | N/A | \$10,771 | \$87,655 |
| Percent Difference - School Site and State | N/A | N/A | -26.5 | 7.2 |

Fiscal Year 2023-24 Types of Services Funded

The services funded in 2022-2023 are all in support of the overall educational program for the student of Del Aire Elementary school. Del Aire had one transitional kindergarten classes, four kindergarten classes, four first grade classes, four second grade classes, four Thirds grade classes, three fourth grade classes, three fifth grade classes, an SDC class for students with special needs, and two RSP program to also serve students with Individual Education Plans. The school also provides supplemental instructional programs to students who displayed need. Our English Language Learners are provided with a rich program of both integrated and designated instruction to meet their needs. The core curriculum at Del Aire was built on developing critical skills in reading, writing, and mathematics, as well as building foundational knowledge in science and social studies, in accordance with California State Standards. Additionally, we provided students with extensive experience in music, physical education, health, social-emotional learning, and visual arts. We also offer a range of counseling supports at all tier levels provided by our district counseling team and school psychologist

Types of services funded in 2022-23 were the overall education program to the students of Del Aire Elementary School. The school also provided supplemental instructional programs to students who displayed need. Del Aire used Title 1 funds to specifically prioritize and fund student support for students the areas of Language Arts and math. Other funding sources were

Fiscal Year 2023-24 Types of Services Funded

used to provide more coaching and collaboration time for teachers, primarily with a focus on Cognitive Guided Instruction (CGI math) and balanced literacy (Writers Workshop).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$57,812 | \$54,930 |
| Mid-Range Teacher Salary | \$95,232 | \$85,386 |
| Highest Teacher Salary | \$114,674 | \$111,172 |
| Average Principal Salary (Elementary) | \$132,933 | \$136,564 |
| Average Principal Salary (Middle) | \$142,903 | \$141,339 |
| Average Principal Salary (High) | \$0 | \$153,241 |
| Superintendent Salary | \$301,105 | \$224,537 |
| Percent of Budget for Teacher Salaries | 33% | 29% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

Staff Development plays a pivotal role in the Wiseburn Unified School District. In 2023-24, the focus for Del Aire Elementary School and the District is Mathematics, Student Wellness and Safety, and Balanced Literacy, focused on Writer's Workshop.

Through our continued partnership with the Talking Teaching Network and newfound partnership with Momentum in Teaching, teachers are provided effective tools and strategies that support student learning in writing. Momentum in Teaching will continue to facilitate a series of workshops for teachers related to Writers Workshop. In addition, 1:1 and small group coaching is provided to promote understanding and develop practices to bring Writers Workshop to our classrooms. Teachers attending these workshops developed procedures and protocols that helped guide collaborative meetings with a focus on student learning. Additionally, once a week, teachers are released for grade collaboration. During this time, grade-level teams can work with a Teacher on a Special Assignment that is there to facilitate and support the implementation of the Writers workshop.

When determining professional development needs, teachers and administrators look at student achievement data and review the most pressing issues of the previous and current year to choose specific topics to focus on and refine instruction. Through a combination of professional development, coaching, and collaboration, Del Aire analyzed student CAASPP data for students in grades 3-5, STAR math data for grades 2-5, and collaboratively determined the instructional needs of students. Del Aire teachers receive ongoing professional development and support. Teachers participate in lab days, and coaching days, and receive 1:1 support facilitated by a math expert, focused on cognitively guided instructional practices in support of all students.

Additionally, a teacher on special assignment supported the implementation of the NGSS/science standards and hands-on learning practices to the classroom. Also, teachers received professional development with an understanding of the C3 Social Studies Standards, and ongoing professional development in understanding and bringing social-emotional learning to the classroom.

The Del Aire teacher leadership team attended multiple workshops, HOW2 facilitated by district administration. These workshops focused primarily on prioritizing goals and how to best facilitate effective teacher collaboration. Teachers attending developed procedures and protocols that helped guide collaborative meetings that focused on student learning.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |