Chualar Union School District

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SARC

2022-23

School Accountability Report Card

Published in 2023-24

Chualar Elementary School

Grades K-8
CDS Code 27-65995-6026082

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24285 Lincoln Street
Chualar, CA 93925
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Principal's Message

This School Accountability Report Card (SARC) gives us the opportunity to demonstrate our unique one-site school district positively impacts the students who flourish here. At Chualar Elementary School, your children benefit from hours of academic excellence, fun, support and nurturing. Our school and district create an environment where children thrive and become academically, socially and emotionally successful.

The student population is predominantly limited-English proficient (LEP), and our school is under Provision 2 in which all students are eligible to receive free breakfast and lunch. Most families are typically employed in farm-labor-related occupations.

The school district is proactive in recruiting several supplemental instructional programs to benefit the students and their families. There is notable support from the families and community, as the school is the hub of most community functions. We are very proud of our community support and parental involvement.

Parental Involvement

Parents play an important role at Chualar Elementary School through active participation and involvement in the District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council Committee, Parent-Teacher Committee and other school community committees e.g. "Cafecitos" committee with County Supervisor. The community plays a vital role in the success of Chualar Elementary School through their strong community representation. Parents are encouraged to participate fully in their child's education by visiting and volunteering at the school.

For more information on how to become involved at the school, please contact Eva Contreras, administrative assistant, at (831) 679-2504.

About Our School

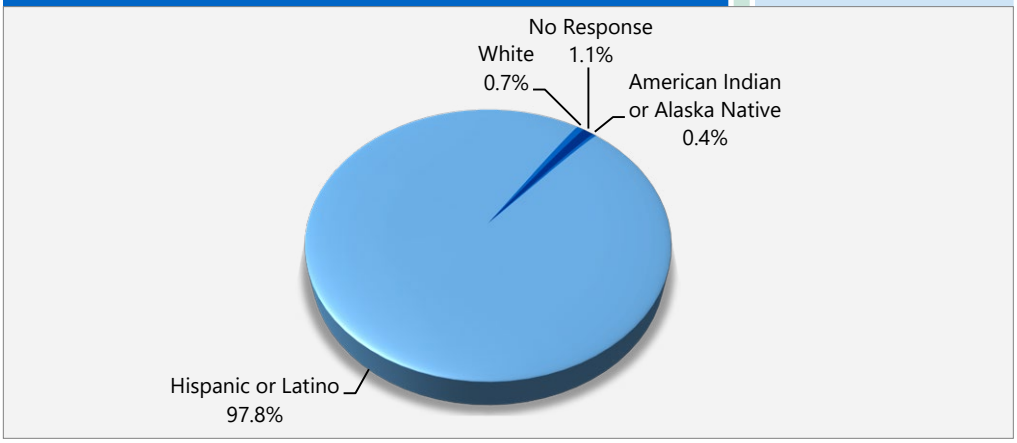
The unincorporated community of Chualar is nestled between the Gabilan and Santa Lucia mountain ranges approximately 10 miles south from Salinas, California. This small and rural community consists of a population of approximately 1,440 residents working in agricultural-related occupations and is home to Chualar Union School District (CUSD). This single-school district maintains a yearly average of approximately 278 students. Our mission in CUSD is to provide a safe, orderly and nurturing learning environment that promotes commitment to work in partnership with students, parents and the community to ensure that our students will become responsible contributing members of society. We believe that all students can learn and will maximize their potential on their journey to become life-long learners. The mission of CUSD is to team with families to create an academy-oriented school culture where students are safe, respected and empowered to contribute in a global community. Our vision statement is "...to provide a safe, orderly and nurturing learning environment that promotes commitment to work in partnership with students, parents and the community to ensure that our students will become responsible contributing members of society." Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Enrollment by Student Group

The total enrollment at the school was 278 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2022-23 School Year



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

The mission of the Chualar Union School District is to provide a safe, orderly and nurturing learning environment that promotes commitment to work in partnership with students, parents and the community to ensure our students will become responsible and contributing members of society.

Vision Statement

Our vision is that we pursue significant educational improvement in curriculum and instruction, staff development and parent involvement in order for all students to meet rigorous grade-level standards in the pursuit of excellence. We believe that all students can learn and will maximize their potential on their journey to become lifelong learners.

School Board

Mrs. Martha Gallegos, President

Esperanza Rangel, Clerk

Itzel Sanchez, Member

Domingo Rangel, Member

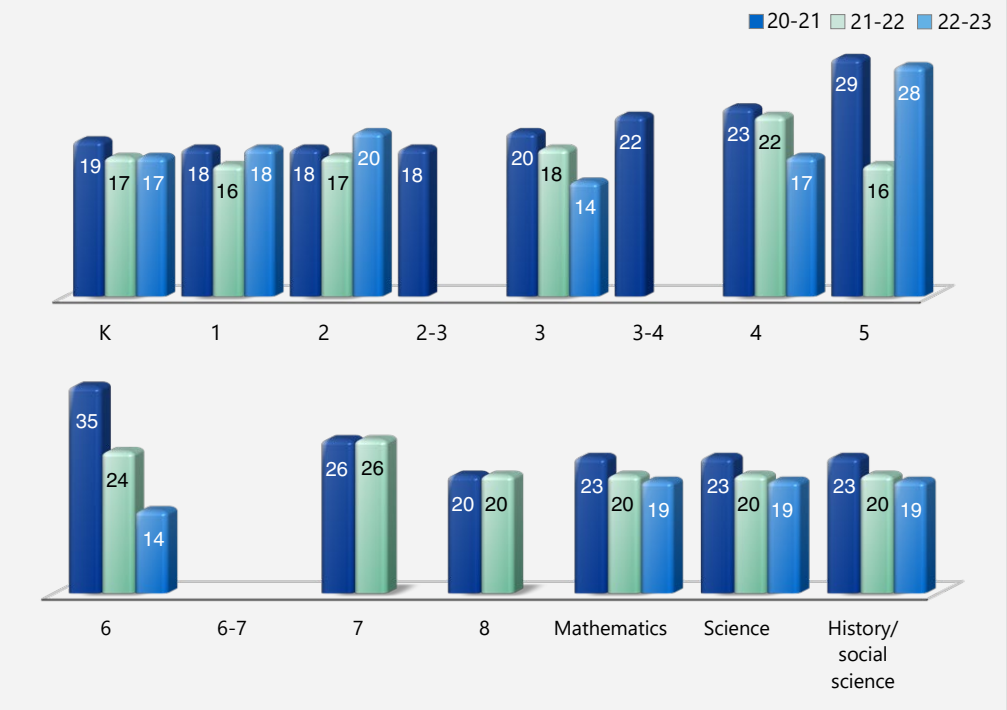
Jorge Ramirez, Member

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2020-21			2021-22			2022-23		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	2			2			2		
1	2			2			2		
2	1			2			2		
2-3	1								
3	1				1		1		
3-4		1							
4		1			1		2		
5		1		2				1	
6			1		1		2		
7					1				
8				2					
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**23-32**	**33+**
English language arts		3		2	1		2	1	
Mathematics		3		2	1		2	1	
Science		3		2	1		2	1	
History/social science		3		2	1		2	1	

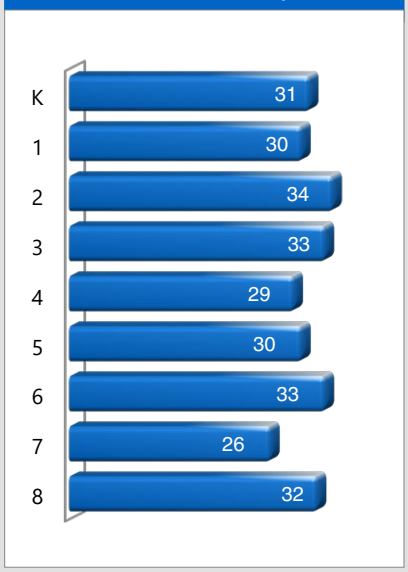
Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	48.90%
Male	51.10%
Non-Binary	0.00%
English learners	72.30%
Foster youth	0.00%
Homeless	12.60%
Migrant	13.30%
Socioeconomically Disadvantaged	92.10%
Students with Disabilities	13.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	Chualar ES			Chualar Union SD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.70%	0.70%	0.00%	0.70%	0.70%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.30%	0.00%	0.00%	0.30%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group

2022-23 School Year

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70%	0.00%
Female	0.00%	0.00%
Male	1.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.70%	0.00%
Students Receiving Migrant Education Services	2.60%	0.00%
Students with Disabilities	2.20%	0.00%

School Safety

Our custodial and maintenance staff strives to ensure students attend a clean and safe school. Safety of students and staff is a primary concern at Chualar Elementary School District. The school site safety plan, first implemented in 2002, is evaluated and revised annually by members of the School Site Council. The revisions are then shared with the entire staff. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2024. Included within the school site safety plan is a disaster-preparedness plan, which lays out steps that are to be taken to ensure student and staff safety during a disaster.

Chualar Union School District Board of Education has adopted policies regarding suspension and expulsion. Board Policy and Administrative Regulation 5144.1 identify the process the district follows in suspension and expulsion cases, including policies for individuals with disabilities.

The criteria in selecting a post-expulsion educational placement include whether the program of study is appropriately prepared to accommodate students who exhibit discipline problems, and the program is not provided at the school, unless the program is offered at a community day school established at the school.

The following district-level educational alternatives, if deemed appropriate, are available as placement for students expelled from the school district:

- Suspended expulsion with placement in a reduced school day (K-8);
- Suspended expulsion with placement on the same school campus;
- Suspended expulsion with placement in a district independent study program;
- Suspended expulsion with transfer to another school district;
- Expulsion with subsequent transfer to another school district;
- Expulsion with referral to Monterey County Office of Education Alternative Education Programs.

Decision not to enforce expulsion order and suspend the expulsion is determined by the following criteria:

- Seriousness of the misconduct;
- The student's pattern of behavior;
- The student's attitude toward the misconduct and his or her willingness to follow a rehabilitation program.

Continued on page 5

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test — 2022-23 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group — 2022-23 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	290	100	34.50%
Female	141	139	48	34.50%
Male	153	151	52	34.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	1	1	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	287	283	96	33.90%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	3	3	2	66.70%
English Learners	206	203	65	32.00%
Foster Youth	0	0	0	0.00%
Homeless	43	42	21	50.00%
Socioeconomically Disadvantaged	273	269	96	35.70%
Students Receiving Migrant Education Services	39	39	14	35.90%
Students with Disabilities	46	45	19	42.20%

School Safety

Continued from page 4

The following Monterey County Office of Education Alternative Education Programs, if deemed appropriate, are available as placement for students expelled from the school district:

1. Community schools

   a. This program serves expelled and at-risk students at regional locations throughout Monterey County. Students are typically enrolled for one semester or up to one year. The community schools provide an alternative learning environment with small classes, and a focus on health, lifestyle and pro-social skills. The primary goal is to return students to regular classes with improved skills and attitudes.

2. Court schools

   a. Court schools are available for students who are awaiting a court hearing. Students have an average stay of 15-20 days in these year-round programs.

Actual referral to any placement is made at the discretion of the Board of Education with recommendations from the superintendent/principal.

The district does not have a district community day school program. Therefore, any student recommended for such will be recommended to the Monterey County Office of Education community day school program.

The school follows all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop-off and pickup. Classified and certificated staff members supervise students before, during and after school. All visitors to the school must first sign in at the school office and receive a visitor's pass.

Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Chualar ES		Chualar Union SD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	14.75%	14.52%	14.75%	14.52%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Chualar ES		Chualar Union SD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	36%	36%	36%	36%	47%	46%
Mathematics	27%	35%	27%	35%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard

2022-23 School Year

Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	62	62	100.00%	0.00%	14.52%
Female	27	27	100.00%	0.00%	11.11%
Male	35	35	100.00%	0.00%	17.14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	61	61	100.00%	0.00%	14.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	37	37	100.00%	0.00%	5.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	61	100.00%	0.00%	14.75%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	0.00%

❖ Scores are not shown 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.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard

2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	183	182	99.45%	0.55%	36.26%
Female	85	85	100.00%	0.00%	44.71%
Male	98	97	98.98%	1.02%	28.87%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	178	99.44%	0.56%	35.96%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	120	119	99.17%	0.83%	16.81%
Foster Youth	❖	❖	❖	❖	❖
Homeless	23	23	100.00%	0.00%	30.43%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	176	175	99.43%	0.57%	36.00%
Students receiving Migrant Education services	27	27	100.00%	0.00%	25.93%
Students with Disabilities	32	32	100.00%	0.00%	3.13%

❖ Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard

2022-23 School Year

Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	183	182	99.45%	0.55%	34.62%
Female	85	85	100.00%	0.00%	35.29%
Male	98	97	98.98%	1.02%	34.02%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	179	178	99.44%	0.56%	34.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	120	119	99.17%	0.83%	20.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	23	23	100.00%	0.00%	26.09%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	176	175	99.43%	0.57%	34.86%
Students receiving Migrant Education services	27	27	100.00%	0.00%	18.52%
Students with Disabilities	32	32	100.00%	0.00%	3.13%

❖ Scores are not shown 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.

Textbooks and Instructional Materials

At Chualar Elementary School, textbook selection is based on committee recommendations. The textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

All students in the Chualar Union School District have access to their own copy of the standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science and history/social science. These textbooks and instructional materials are for use in the classroom and at home.

All students have access to the appropriate instructional materials.

Textbooks and Instructional Materials List — 2023-24 School Year

Subject	Textbook	Adopted
English language arts	*Reading Wonders*, McGraw-Hill Education (K-5)	2016
English language arts	SpringBoard, The College Board (6-8)	2018
Mathematics	Engage NY (Eureka Math) Mathematics (K-5)	2015
Mathematics	MathLinks, Center for Mathematics and Teaching (6-8)	2015
Science	Amplify Science (K-8)	2019
History/social science	IMPACT Social Studies, McGraw Hill Education (K-8)	2021
English language development (ELD)	*Reading Wonders*, McGraw-Hill Education (K-5)	2016
English language development (ELD)	SpringBoard, The College Board (6-8)	2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject — 2023-24 School Year

Chualar ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧

Public 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.

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks — 2023-24 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks — 2023-24 School Year

Data collection date	9/27/2023

Types of Services Funded

The following are federal- and state-funded programs that are provided to Chualar Elementary School students.

- Title I (Helping Disadvantaged Students Meet Standards)
- Title II (Improving Teacher Quality)
- Special Education
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Lottery
- After School Education and Safety (ASES) Program

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status — 2023-24 School Year

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Poor
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/2/2023

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs — 2023-24 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Restrooms/fountains	Need to replace water bars (sprayer). The water bar doesn't have good water flow and it is rusted. District will remove this when the restrooms will be remodeled.	During remodel
Safety	1. Fire extinguishers. All fire extinguishers were recertified. 2. Emergency exit signs; 3 - School Board room. Replaced 4 lighted Exit signs 3. Emergency exit lights. Ordered, received and IP of replaced in School Cafeteria 4. Secure entrances. Install Night lock Lockdown door lock to prevent intruders entering. 5. Gate access to the gas meter. In progress installation of installation of gate system to allow immediate gas meter shutoff.	1. Spring 2023 2. December 2023 3. January 2023 4. January 2023 5. In Progress
Structural	Library ceiling; Gym/cafeteria -water intrusion; Gym sound panels - water intrusion, need replacement; Roofs need to be replaced	TBD; looking for insurance/ resources to make repairs and replace roof.
External	Perimeter Fence section need repair	Repairs ongoing

School Facilities

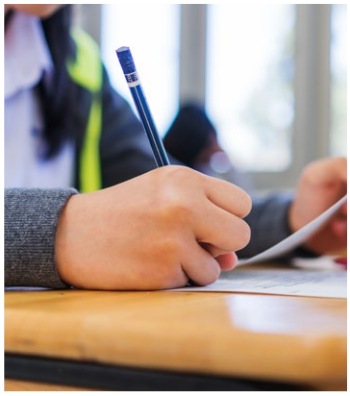
Chualar Elementary School was built in the early 1900s and currently consists of 18 classrooms, a library, computer lab, Head Start Building, main office portable, migrant child-care facility, staff lounge, a multipurpose room/cafeteria building, boardroom/administrative building, an outside volleyball court, three playgrounds and a state-of-the-art track and field.

Our school provides a safe, clean and functional environment for learning through proper facilities maintenance and campus supervision. Our maintenance/ custodial staff consists of 3.0 full-time employees.

In an effort to save resources and funds, all school lighting was replaced with efficient LED lighting. This project was paid with Prop 39 funds and concluded on January 11, 2019.

The district submitted an application to FEMA for assistance with repair of three facilities damaged by the previous winter storms between December 2022 and January 2023 (multipurpose/cafeteria, library building and the soccer field).

The school participated in the Annual Williams Settlement facilities evaluation and the results were "no issues" found.



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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

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)	9.8	64.1%	9.8	64.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	2.0	13.1%	2.0	13.1%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	18.7%	2.8	18.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.6	4.1%	0.6	4.1%	18,854.3	6.9%
Total Teaching Positions	15.2	100.0%	15.2	100.0%	274,759.1	100.0%

Teacher Preparation and Placement — 2021-22 School Year

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)	7.0	43.0%	7.0	43.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	3.6	22.5%	3.6	22.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.6	34.5%	5.6	34.5%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	16.2	100.0%	16.2	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	**2020-21**	**2021-22**
Permits and Waivers	1.6	1.0
Misassignments	1.1	4.6
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.7	5.6

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.0%	60.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2021-22 Fiscal Year
	Chualar Union SD	**Similar Sized District**
Beginning teacher salary	✪	$48,480
Midrange teacher salary	✪	$73,129
Highest teacher salary	✪	$99,406
Average elementary school principal salary	✪	$117,381
Superintendent salary	✪	$138,991
Teacher salaries: percentage of budget	21.22%	29.34%
Administrative salaries: percentage of budget	2.75%	5.99%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Chualar ES	$15,397	$72,114
Chualar Union SD	$15,397	$72,114
California	$7,607	$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+102.4%	-4.8%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	$19,959
Expenditures per pupil from restricted sources	$4,562
Expenditures per pupil from unrestricted sources	$15,397
Annual average teacher salary	$72,114

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.