

Field (Eugene) Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	3600 Sierra Madre Blvd. Pasadena, CA , 91107- 1969	Principal:	Charlene Tucker, Principal
Phone:	(626) 396-5860	Grade Span:	P-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Charlene Tucker, Principal

📍 Principal, Field (Eugene) Elementary

About Our School



Charlene Tucker has served as principal of Field Elementary since May of 2021. An instructional leader who focuses on students' social-emotional growth in a thriving child-centered community, Ms. Tucker brings more than 20 years of experience as an educator and administrator.

Prior to joining Field Elementary, Tucker served as Assistant Principal at Sierra Madre Middle School and Willard Elementary. Before that, she was Interim Principal of Wilson Middle School in the 2019-2020 school year and served as the school's Assistant Principal since 2008. Ms. Tucker joined PUSD in 2003 as a special day class teacher at Wilson Middle School. She began her career as an educator in the San Bernardino Unified School District in 1999.

Contact

Field (Eugene) Elementary
3600 Sierra Madre Blvd.
Pasadena, CA 91107-1969

Phone: (626) 396-5860

Email: blanco.elizabeth@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Field (Eugene) Elementary
Street	3600 Sierra Madre Blvd.
City, State, Zip	Pasadena, CA , 91107-1969
Phone Number	(626) 396-5860
Principal	Charlene Tucker, Principal
Email Address	tucker.charlene@pusd.us
Website	http://field.pusd.us
Grade Span	P-5
County-District-School (CDS) Code	19648816021570

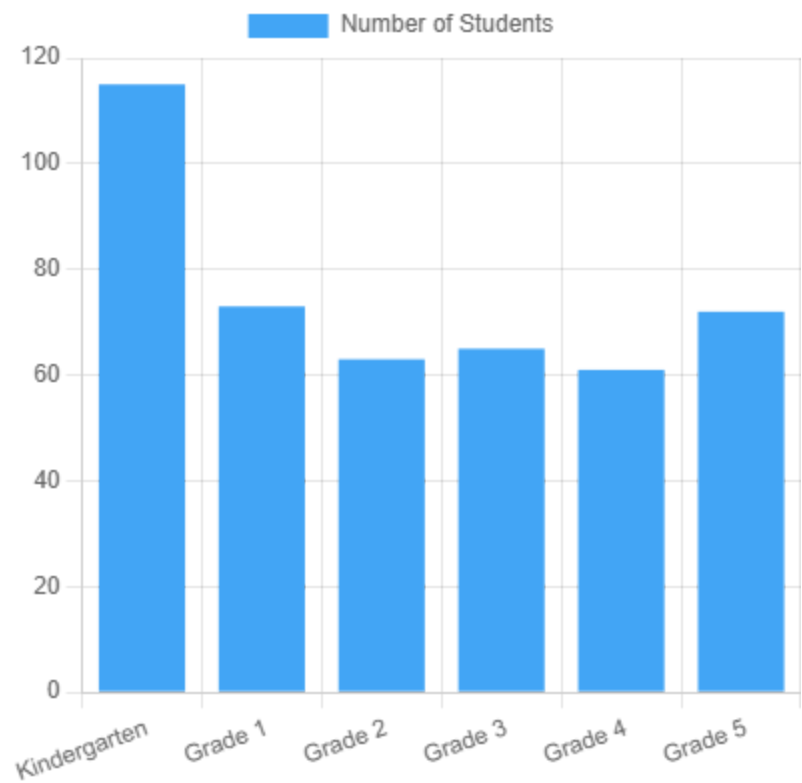
School Description and Mission Statement (School Year 2025–26)

The vision of Field Elementary is to produce respectful and responsible citizens who develop as self-directed critical thinkers, creative producers, bi-cognitive communicators, collaborative workers, and community contributors.

Our mission is to build relationships among all members of our community and engage families in providing a safe and nurturing environment for all students in which their social, emotional, and academic needs are met. Staff collaborates to ensure that all students receive a rigorous, yet supportive standards-based education within the framework of the Mandarin Dual Language Immersion Program (MDLIP). Faculty and staff will develop the professional skills and craft required to teach core content and develop students' language proficiency within the MDLIP model. School-wide Positive Behavior Intervention and Support (PBIS) and character education will be utilized to develop healthy, kind, resilient, empathetic, honest, and courageous students.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	115
Grade 1	73
Grade 2	63
Grade 3	65
Grade 4	61
Grade 5	72
Total Enrollment	449



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	52.80%	English Learners	8.90%
Male	47.20%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	59.00%	Socioeconomically Disadvantaged	28.70%
Black or African American	0.90%	Students with Disabilities	4.70%
Filipino	5.60%		
Hispanic or Latino	10.50%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	18.00%		
White	4.50%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	70.08%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	10.28%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	4.10	19.55%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	21.00	100.00%	763.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	74.55%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	22.37%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	3.03%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	17.80	100.00%	731.40	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

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)	11.50	59.74%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.70	40.26%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	19.20	100.00%	745.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0.9	0.00
Misassignments	2.10	2.9	7.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.10	3.9	7.70

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.2%	11.8%	45.10%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heggerty Bridge to Reading student READ book V1	Kinder- Reading Foundations	0
	Heggerty Bridge to Reading student READ book V2	Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	3rd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	3rd- Reading Foundations	
	Heggerty Bridge to Reading Oral Reading	3rd- Reading Foundations	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Fluency (ORF) Heggerty Phonological Awareness ELA Grades 3-5 TCM ENGLISH LANGUAGE Language DEVELOPMENT ~GRADES Power K-5	
Mathematics	iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1 iReady Classroom 1 Vol 2 (2024) Math 1 iReady Classroom 2 Vol 1 (2024) Math 2 iReady Classroom 2 Vol 2 (2024) Math 2 iReady Classroom 3 Vol 1 (2024) Math 3 iReady Classroom 3 Vol 2 (2024) Math 3 iReady Classroom 4 Vol 1 (2024) Math 4 iReady Classroom 4 Vol 2 (2024) Math 4 iReady Classroom 5 Vol 1 (2024) Math 5 iReady Classroom 5 Vol 2 (2024) Math 5	0
Science	STEMscopes K-5 Science	0
History-Social Science	TCI-ME AND MY WORLD (2016) Kinder Social Studies TCI-MY SCHOOL AND FAMILY (2016) 1st Social Studies TCI-MY COMMUNITY (2016) 2nd Social Studies TCI-CALIFORNIA'S COMMUNITIES (2016) 3rd Social Studies TCI-CALIFORNIA PROMISE (2016) 4th Social Studies TCI-AMERICA'S PAST (2016) 5th Social Studies TCI-ME AND MY WORLD - Notebook Kinder Social Studies TCI-MY SCHOOL AND FAMILY - Notebook 1st Social Studies	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	TCI-MY COMMUNITY - Notebook 2nd Social Studies TCI-CALIFORNIA'S COMMUNITIES - Notebook 3rd Social Studies TCI-CALIFORNIA PROMISE - Notebook 4th Social Studies TCI-AMERICA'S PAST - Notebook 5th Social Studies	
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD 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.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

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	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	74%	77%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	79%	76%	35%	36%	35%	37%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	185	97.37%	2.63%	76.76%
Female	89	89	100.00%	0.00%	75.28%
Male	101	96	95.05%	4.95%	78.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	111	108	97.30%	2.70%	81.48%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00%	0.00%	66.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	36	34	94.44%	5.56%	76.47%
White	--	--	--	--	--
English Learners	11	9	81.82%	18.18%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65%	4.35%	59.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	18.18%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	186	97.89%	2.11%	75.81%
Female	89	88	98.88%	1.12%	72.73%
Male	101	98	97.03%	2.97%	78.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	111	110	99.10%	0.90%	80.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00%	0.00%	75.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	36	34	94.44%	5.56%	76.47%
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	36.36%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.00%	0.00%	47.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	10	83.33%	16.67%	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	59.76%	61.76%	31.97%	31.36%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00%	0.00%	61.76%
Female	29	29	100.00%	0.00%	55.17%
Male	40	40	100.00%	0.00%	66.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	39	39	100.00%	0.00%	71.05%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	58.33%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
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 Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	98.6%	98.6%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parents and the community are integral partners in the educational program at Field Elementary. Parents not only participate in the PTA, Annual Fund (AF), GATE Parent Advisory Committee (PAC), Dual Language PAC, African American PAC, English Learner PAC, Field STEAM Teams/Clubs, and School Site Council, but they also serve as room parents, math and science coaches and volunteer in classrooms, tutoring and presenting lessons in their areas of expertise. The School Community Assistant collaborates with the staff and parent groups to actively engage the community in school activities. The Field PTA and AF are the two primary fundraising mechanisms for Field Elementary. Both play a vital role in the success of our school and strive to support excellent academic instruction and a positive educational experience for all of our students. Donations support bilingual instructional aides, field trips, Mandarin and English curriculum specialists, instructional resources, community-building events, and crucial arts integration partnerships and programs.

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, and strategies for establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	453	33	7.3%
Female	242	239	19	7.9%
Male	216	214	14	6.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	270	269	15	5.6%
Black or African American	--	--	--	--
Filipino	25	25	2	8.0%
Hispanic or Latino	48	47	7	14.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	81	8	9.9%
White	20	20	0	0.0%
English Learners	49	48	1	2.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	145	142	11	7.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	1	3.6%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.23%	0.00%	0.00%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

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

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

School Safety Plan (School Year 2025–26)

Field Elementary is committed to fostering a safe, nurturing, and inclusive environment where students' social, emotional, and academic needs are met. Our Comprehensive Safety Plan is reviewed, updated, and approved annually by the School Site Council, which includes teachers, staff, and parents/community members. The most recent review and update occurred in Spring 2025.

Key elements of the plan include:

Physical Safety Measures: Ensuring a secure campus environment through established protocols.

School Climate & Positive Behavior Support: Implementing PBIS and character education to promote a respectful and supportive school culture.

Emergency Preparedness: A detailed disaster preparedness plan, including fire, disaster, and lockdown drills conducted regularly.

Collaboration & Compliance: Working with district leadership, local law enforcement, and community agencies to maintain safety and comply with school safety laws.

Transition Support: Coordinating with feeder schools to ensure smooth transitions between school levels.

Field Elementary prioritizes the well-being of students, staff, and families, continually refining our safety strategies to provide a secure learning environment for all.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	37.00	0	7	9
1	44.00	0	3	9
2	84.00	0	0	7
3	40.00	0	6	4
4	40.00	4	3	7
5	38.00	0	0	8
6	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	3	0
1	23.00	0	3	0
2	22.00	0	3	0
3	22.00	1	2	0
4	24.00	0	3	0
5	28.00	0	3	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	24.00		3	
2	22.00		3	
3	22.00		3	
4	31.00		2	
5	36.00			2
6				
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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	1.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Field Elementary School is proud to host the PUSD Mandarin Dual Language Immersion Program (MDLIP), which is designed to support several key services and goals, all of which are supported through targeted funding:

- **Language Development:** Students will enhance their Mandarin proficiency in listening, speaking, reading, and writing, with the goal of becoming bilingual and bi-literate. This program is funded to ensure that students have access to high-quality language instruction.
- **Teacher Training and Support:** Teachers and instructional staff receive specialized training in foreign language and dual immersion education. Funding supports the development of the knowledge, skills, and understanding necessary for educators to effectively teach in a dual immersion setting, ensuring they are equipped to deliver high-quality instruction.
- **Family Engagement:** Parents and families are encouraged to engage with the school community through organized family involvement and education programs. These programs are funded to strengthen the connection between home and school, providing valuable support and resources for families.

In addition to the core curriculum in language arts, math, science, health, and social science, Field students engage in a variety of enriching activities funded through specific grants and partnerships:

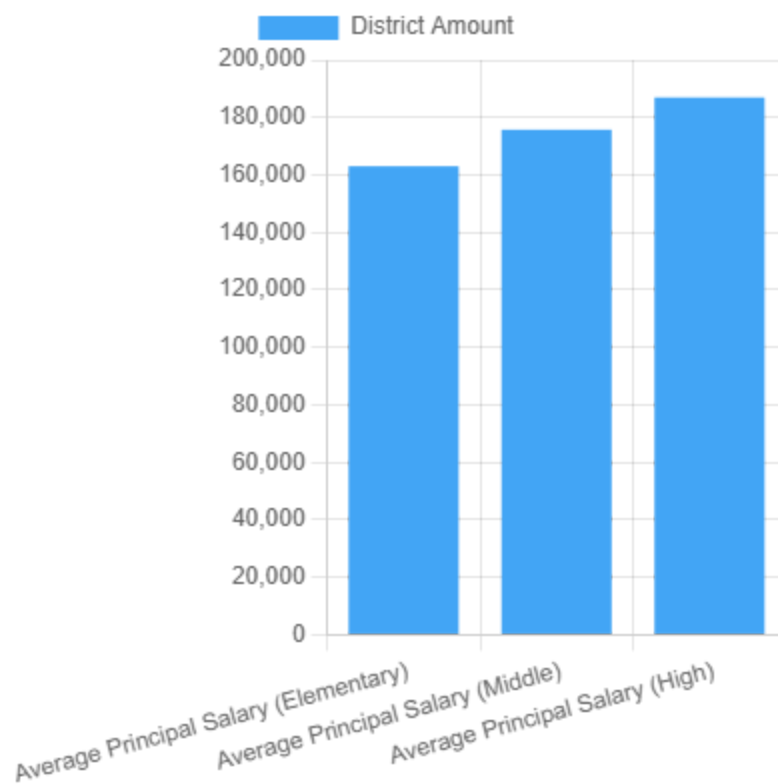
- **Visual and Performing Arts:** Teachers receive professional development in the PUSD Music and Visual Arts curriculum. Funding allows for collaboration with teaching artists who provide on-campus art instruction. All K-5 students participate in the *My Masterpieces Art Program*, which is funded to ensure all students have access to high-quality visual arts education.
- **Instrumental Music:** Third- to fifth-grade students receive weekly instrumental music lessons from a credentialed music teacher. This program is funded to provide students with the opportunity to learn an instrument and foster a love for music.
- **Environmental Education:** Fourth-grade students participate in the *Children Investigate the Environment Program*, which is funded by the Armory for the Arts. This program provides students with hands-on, real-world learning about environmental issues.
- **Swimming:** Third-grade students take part in a swimming program, funded by the Amateur Athletic Foundation, which provides students with vital life skills and encourages physical activity.

Through these funded programs, Field Elementary ensures that students receive a well-rounded education that fosters academic, artistic, physical, and social growth.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6