

Chualar Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Chualar Elementary School
Street	24285 Lincoln St.
City, State, Zip	Chualar, CA 93925
Phone Number	(831) 679-2313
Principal	Ruben Pulido, Superintendente/Director
Email Address	rpulido@chualarusd.org
School Website	http://chualarusd.com
Grade Span	K-8
County-District-School (CDS) Code	27 65995 6026082

2025-26 District Contact Information

District Name	Chualar Union School District
Phone Number	(831) 679-2313
Superintendent	Ruben Pulido
Email Address	rpulido@chualarusd.org
District Website	http://chualarusd.com

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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.

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 254 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.

District 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.

District 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	8
Kindergarten	21
Grade 1	23
Grade 2	26
Grade 3	22
Grade 4	22
Grade 5	31
Grade 6	27
Grade 7	25
Grade 8	29
Total Enrollment	234

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.17
Male	50.83
American Indian or Alaska Native	0.4
Hispanic or Latino	98.7
White	0.9
English Learners	69.16
Homeless	16.25
Migrant	10.83
Socioeconomically Disadvantaged	89.54
Students with Disabilities	15.38

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.

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)	7	42.97	7	42.97	234405.2	84
Intern Credential Holders Properly Assigned	3.6	22.47	3.6	22.47	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.6	34.5	5.6	34.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	16.2	100	16.2	100	279044.8	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.

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)	11	71.59	11	71.59	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.46	1	6.46	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	20.66	3.2	20.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.29	0.2	1.29	14303.8	5.15
Total Teaching Positions	15.4	100	15.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.5	77.78	10.5	77.78	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	22.22	3	22.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	13.5	100	13.5	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers			3
Misassignments			0
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			3

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0

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

2025-26 Quality, Currency, Availability of Textbooks and Other 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.

After reviewing the curriculum, the District support the recommendation to adopt new Math curriculum.

Year and month in which the data were collected

09/10/2025

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	Reading Wonders, McGraw-Hill Education (TK/K-5) SpringBoard, The College Board (6-8) Reading Wonders, McGraw-Hill Education (TK/K-5) SpringBoard, The College Board (6-8)	0
Mathematics	Engage NY (Eureka Math) Mathematics (TKK-5) MathLinks, Center for Mathematics and Teaching (6-8)	0
Science	Amplify Science (TK/K-8)	0
History-Social Science	IMPACT Social Studies, McGraw Hill Education (TK/-8)	0

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

School Facility Conditions and Planned Improvements

Chualar Elementary School was built in the early 1900s and currently consists of 18 classrooms, a library, computer lab, Early Learning Program 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.

School Facility Conditions and Planned Improvements

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.

The District passed Measure J Bond in November 2024 and has begun all procedure to initiated projects for school modernization. More recently, the School Board has approved the following projects: re-roofing, replace soccer field's facility to include new restroom, security camera and Nutrition Services' gutters and roof repairment.

Year and month of the most recent FIT report

08/04/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Water bars need to be replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roofs need to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 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.

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)	39	46	39	46	47	48
Mathematics (grades 3-8 and 11)	31	29	31	29	35	37

2024-25 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	154	154	100.00	0.00	46.10
Female	70	70	100.00	0.00	57.14
Male	84	84	100.00	0.00	36.90
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	152	100.00	0.00	46.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	104	104	100.00	0.00	26.92
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	48.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	129	100.00	0.00	89.54
Students Receiving Migrant Education Services	21	21	100.00	0.00	29.17
Students with Disabilities	21	21	100.00	0.00	14.29

2024-25 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	154	154	100.00	0.00	29.22
Female	70	70	100.00	0.00	31.42
Male	84	84	100.00	0.00	27.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	152	152	100.00	0.00	29.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	104	104	100.00	0.00	17.30
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	24.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	129	100.00	0.00	25.95
Students Receiving Migrant Education Services	21	21	100.00	0.00	25.00
Students with Disabilities	21	21	100.00	0.00	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.08	17.54	27.08	17.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100.00	0.00	37.22
Female	25	25	100.00	0.00	12.00
Male	32	32	100.00	0.00	21.88
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	35	35	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	16.67
Students Receiving Migrant Education Services	6	6	100.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2025-26 Opportunities for 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. Parents have an opportunity to attend Parent Forum on a monthly basis with special requested themes, such as: technology, curriculum, training, and school assesment.
For more information on how to become involved at the school, please contact the School Secretary at (831) 679-2313.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	234	234	39	16.67
Female	119	119	15	12.61
Male	115	115	24	20.86
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	231	39	16.88
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	166	166	23	13.86
Foster Youth	--	--	--	--
Homeless	39	39	6	15.38
Socioeconomically Disadvantaged	218	218	33	15.34
Students Receiving Migrant Education Services	26	26	8	30.77
Students with Disabilities	36	36	7	19.44

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 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
0.68	4.36	1.92	0.68	4.36	1	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.43	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	0.43	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	2.77	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.

2025-26 School Safety Plan

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 2025. Included within the school site safety plan is a disasterpreparedness 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 District will update all new required Board policies and recommended actions into this school year's Comprehensive School Safety Plan on February 18, 2026.

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.

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 yearround 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.

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.

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	16	2	0	0
1	15	2	0	0
2	17	2	0	0
3	17	2	0	0
4	19	1	0	0
5	21	0	1	0
6	18	6	1	0
Other	19	1	0	0

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	14	2	0	0
1	13	2	0	0
2	14	2	0	0
3	14	2	0	0
4	17	2	0	0
5	27	0	1	0
6	15	1	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	2		
1	14	2		
2	10	3		
3	13	2		
4	12	2		
5	16	2		
6	25		1	
Other	25		2	

2024-25 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	0

2024-25 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)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$25,884	\$9,020	\$16,864	\$74,606
District	N/A	N/A	\$16,864	\$74,606
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	40.8	-13.4

Fiscal Year 2024-25 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
- Expand Learning Opportunity Program (ELO-P)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$48,180	\$55,248
Mid-Range Teacher Salary	\$77,180	\$80,746
Highest Teacher Salary	\$96,719	\$109,655
Average Principal Salary (Elementary)	\$147,849	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary		\$155,954
Percent of Budget for Teacher Salaries	21.2%	25.26%
Percent of Budget for Administrative Salaries	6.17%	6.12%

Professional Development

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	9	9