

Commonwealth Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	2200 East Commonwealth Ave. Fullerton, CA , 92831-4212	Principal:	Jean Summy, Principal
Phone:	(714) 447-7705	Grade Span:	K-6

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

Jean Summy, Principal

📍 Principal, Commonwealth Elementary

About Our School



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

Contact

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

Phone: [\(714\) 447-7705](tel:7144477705)

Email: jean_summy@myfsd.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2025–26)

School Name	Commonwealth Elementary
Street	2200 East Commonwealth Ave.
City, State, Zip	Fullerton, CA , 92831-4212
Phone Number	(714) 447-7705
Principal	Jean Summy, Principal
Email Address	jean_summy@myfsd.org
Website	http://www.fullertonsd.org/commonwealth
Grade Span	K-6
County-District-School (CDS) Code	30665066028021

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

Mission Statement:

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

School Description:

Commonwealth Elementary School opened its doors in 1955 and is located in the city of Fullerton. Situated in the southeastern section of the city, it is 3 blocks away from 3 universities: California State University, Fullerton, Hope International University, and Marshall B. Ketchum University. It is one of 15 elementary school sites in the Fullerton School District. Commonwealth Elementary School serves 366 students PreK - 6th grade. This enrollment includes 5 Special Day Classes (SDC): 2 mild/moderate, 3 Moderate/severe Autism-specific, and a State Preschool program. The three SDC moderate/severe classes currently enroll 28 students in an Autism-specific preschool and kindergarten. 26 students are enrolled in the mild/moderate SDC classes Grades K - 6. State Preschool enrolls an additional 40 students in 2 sessions (AM and PM). In addition, 91 students participate in The Boys and Girls Club and ENCORE after-school program Monday through Friday.

Student ethnic demographics are represented in the following manner: 83% Hispanic, 6% White, 6% Asian, 2.4% African American, 2% two or more races. Other demographics include the following: 88.4% Socioeconomically Disadvantaged, 43.2% English Learners with 95% speaking Spanish as the primary home language. 30% of students receive special education services. 51.8% of students in special education receive services in a special day class and 23.9% of students participate in speech services and/or the resource specialist program. An Occupational Therapy (OT) Room has also been established by the District and is housed at the school site and provides services for students across the district, including Commonwealth Elementary.

The school is staffed with 1 Principal, 9 General Education Teachers, 2 Response to Intervention Coaches, 1 part-time PE Teacher (2 days a week), 5 Special Education Teachers, 1 Resource Specialist Program (RSP) Teacher, 1 1/2 Speech and Language Pathologists, and 1 School Psychologist (on-site 4 days a week), 1 part-time mental health therapist intern (24 hours weekly), 1 part-time technology instructional assistant/librarian (.5 FTE), 1 Nurse (on-site 1 day a week), 3 general education instructional assistants, 22 special education instructional assistants, 1 speech & language pathologist assistant, 2 custodians, 1 office manager, 1 office clerk, 1 part-time health assistant, 1 social service assistant, 1 part-time recreation instructional assistant, and 4 playground supervision aides.

Class size in grades Kindergarten through 3rd is 32 students per classroom. In grades 4-6, class size reaches its maximum capacity at 34 students per classroom. In our State Preschool program, each session enrolls a maximum of 20 students.

Commonwealth Elementary School continues to move forward with the full implementation of a PBIS program (Positive Behaviors Interventions and Supports). We have been recognized by the California PBIS Coalition with the PLATINUM Award for 2024 and 2023, and 3 GOLD Level Awards in 2019, 2021 and 2022. In addition, we also earned a "Community Cares" acknowledgment during the school dismissal year due to Coronavirus in 2020. As the school year begins anew, our staff and community continue to see a need to reinforce behavior expectations using positive accolades to impact student behavior and school culture. Students benefit from clear and consistent behavior expectations across various areas of the campus including the classrooms, restrooms, lunch area, and playground. iROAR tickets are handed out to students when they "show their stripes" meaning that they adhere to actions that demonstrate integrity, responsibility, organization, accountability, and respectfulness. The PBIS Leadership Team continues to receive sustainability training from FSD's Social Emotional Learning Department. The school-based PBIS team meets regularly every month during the school year in order to assess the effectiveness of the program and to plan for the next steps with students. Students receive a variety of incentives and interventions to support desired behavior. Monthly assemblies celebrate a specific character trait. Students in each class and students who ride the bus are recognized for their efforts in demonstrating the trait of the month. Staff is also recognized by other staff members when they "show their stripes". Raffle prizes are drawn for students and staff members each month.

In addition, Commonwealth Elementary School receives community assistance in the form of instructional volunteer work from parents, college students from Fullerton College (junior college), and Cal State Fullerton (CSUF) on a consistent basis. Other outside organizations such as Pathways of Hope, Boys and Girls Club, National Giving Alliance (Fullerton chapter), Fullerton Collaborative, Fullerton City Library, Fullerton First Evangelical Church, and Fullerton Cares also provide much-needed support to our families and students. In partnership with the Boys and Girls Club of Fullerton, approximately 52 students attend the after-school program housed on-site as is our ENCORE Afterschool Program which serves an additional 56 students. PTA is very supportive of Commonwealth students, families, and teachers. PTA provides financial support for field trips, programs, and school events. Grant monies from the Fullerton Education Foundation and All the Arts for All the Kids continue to support our endeavor this school year. Additional funding is found in community partnerships and local businesses.

Several advisory councils support the school program including School Site Council, English Language Advisory Committee (ELAC), and Champions for Learning. Parents are encouraged to be involved in their child's education. Commonwealth is a California Community School and follows the guidelines set forth by the state to provide support for both students and families both in school and in the community and is part of the Community Engagement Initiative for California.

During the 2024-2025 school year, Commonwealth Elementary School continues to provide students with the academic support needed to ensure a high academic achievement. After 2 years of not assessing students in state-wide testing and enduring distance and hybrid learning models, Commonwealth Elementary staff is working diligently to move students forward and mitigate learning recovery as needed. Student attendance has been impacted due to the global pandemic and an abundance of caution from families for their children and the children of others. School-wide academic commitments for the 2024-2025 school year include the successful implementation of Common Core State Standards, Orton Gillingham trained staff in K-3, Thinking Maps, ELlevation ELD strategies, Marzano teaching strategies and design questions, Professional Learning Communities, Response to Interventions, Cognitively Guided Instruction (CGI Math), Technology Literacy, Digital Citizenship, Writer's Workshop, learning recovery, Social-Emotional Learning, and PBIS.

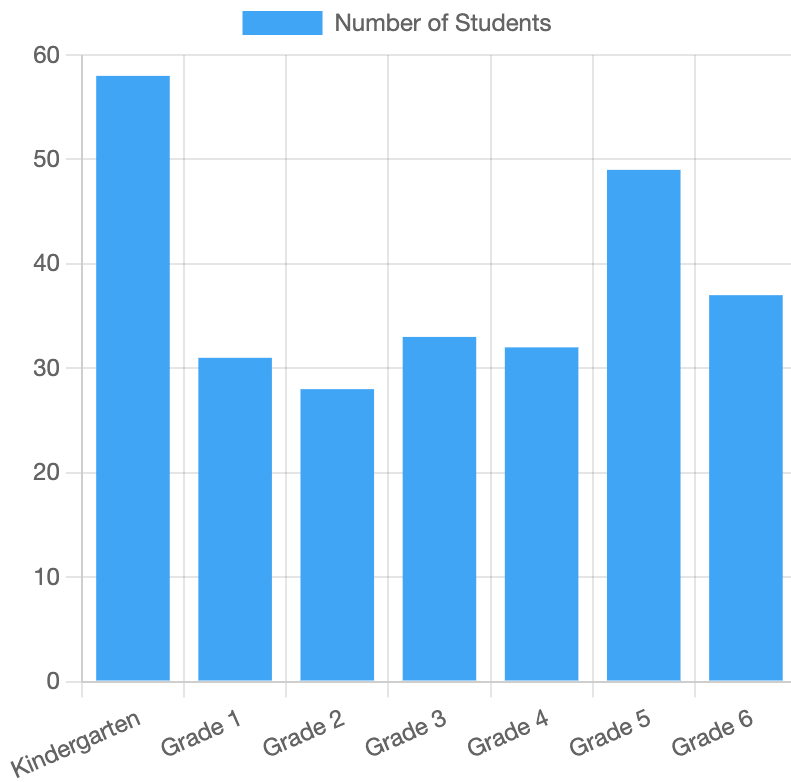
Through the support of district funds, foundation grants, and school funds, all students in grades Kindergarten through 6 are equipped with an iPad as a learning tool. Teachers engage students and enhance learning opportunities through the use of technology daily. Continued professional development for teachers is also provided through district training and workshops, Response to Intervention Coaches, support from teachers on special assignment (TOSA), district and school site-supported computer technicians, and an instructional assistant of technology.

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

Our school motto permeates throughout... iCan, iWill, iROAR!

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

Grade Level	Number of Students
Kindergarten	58
Grade 1	31
Grade 2	28
Grade 3	33
Grade 4	32
Grade 5	49
Grade 6	37
Total Enrollment	268



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

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.50%
Black or African American	1.50%
Filipino	1.50%
Hispanic or Latino	84.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.90%
White	6.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.30%
Foster Youth	1.10%
Homeless	5.20%
Migrant	0.00%
Socioeconomically Disadvantaged	79.50%
Students with Disabilities	24.30%

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)	9.30	60.53%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	6.00	39.40%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	15.40	100.00%	496.60	100.00%	279044.80	100.00%

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

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)	11.00	84.62%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	7.69%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	7.69%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	13.00	100.00%	483.00	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)	14.00	93.37%	478.80	94.47%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.63%	2.00	0.39%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.20	1.43%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	18.70	3.70%	13705.80	4.91%
Total Teaching Positions	15.00	100.00%	506.80	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	0.00
Misassignments	0.00	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	1.00

**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)	0%	0%	8.30%
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)

The Fullerton School District wants every student to have the books and learning materials they need to be successful. Each year, our Governing Board reviews the availability of textbooks and instructional materials to make sure all students have access to high-quality, standards-aligned resources.

On September 16, 2025, the Board held a public meeting to check that every student, including English learners, has their own textbook or digital learning materials for use in class and at home. The Board also ensured that materials align with California’s academic standards.

After reviewing all information, the Board approved a resolution confirming that the Fullerton School District has provided sufficient, standards-aligned instructional materials for all students for the 2025–2026 school year. Our goal is to make sure every student has the tools they need to learn, grow, and succeed.

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	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-5th Grade - McGraw Hill Education: Wonders / Yes / 2017 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2016	0
Mathematics	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-8th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-6th Grade - Discovery: Discovery Education / Yes / 2020 7th-8th Grade - Amplify: Amplify Science / Yes / 2020	0
History-Social Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024 K-6th Grades - Studies Weekly / Yes / 2025 7th-8th Grade - McGraw-Hill: Impact / Yes / 2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	7th-8th Grade - McGraw-Hill: Asi se Dice! / Yes / 2019	0
Health	7th Grade - Holt: McDougal Decisions for Health / Yes / 2005?	0
Visual and Performing Arts	<p>"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</p> <p>Instrumental music (grades 5-6)</p> <p>Band and string instruments and musical scores (grades 7-8)</p>	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

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Commonwealth Elementary School has 18 classrooms, a library media center, a speech room, a child care room, a SDC room, and a multi-purpose room. The main campus was built in 1956. Additions were constructed in 1957 and 1965. The media center is located in a portable that was added to the campus in 1998. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2024-25, the District spent \$0 on Deferred Maintenance. For the 2025-26 school year, the District budgeted \$0 for Deferred Maintenance expenditures.

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: August 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	Room 7 + 8: leaking/loose faucet(FY25/26-33006)
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: August 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)	25%	34%	57%	60%	47%	48%
Mathematics (grades 3-8 and 11)	23%	24%	50%	51%	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	153	152	99.35%	0.65%	34.21%
Female	71	70	98.59%	1.41%	41.43%
Male	82	82	100.00%	0.00%	28.05%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22%	0.78%	29.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	48	97.96%	2.04%	27.08%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97%	1.03%	31.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	47	100.00%	0.00%	6.38%

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	153	152	99.35%	0.65%	24.34%
Female	71	70	98.59%	1.41%	25.71%
Male	82	82	100.00%	0.00%	23.17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22%	0.78%	21.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	48	97.96%	2.04%	25.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97%	1.03%	22.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	47	100.00%	0.00%	2.13%

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)	21.62%	11.76%	41.22%	40.89%	30.73%	32.52%

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	51	51	100.00%	0.00%	11.76%
Female	21	21	100.00%	0.00%	14.29%
Male	30	30	100.00%	0.00%	10.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	48	48	100.00%	0.00%	10.42%
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	19	19	100.00%	0.00%	5.26%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	30	30	100.00%	0.00%	10.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	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.

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	84.9%	88.7%	100%	84.9%	94.3%

Note: The administration 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)

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

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

State Priority: Pupil Engagement

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

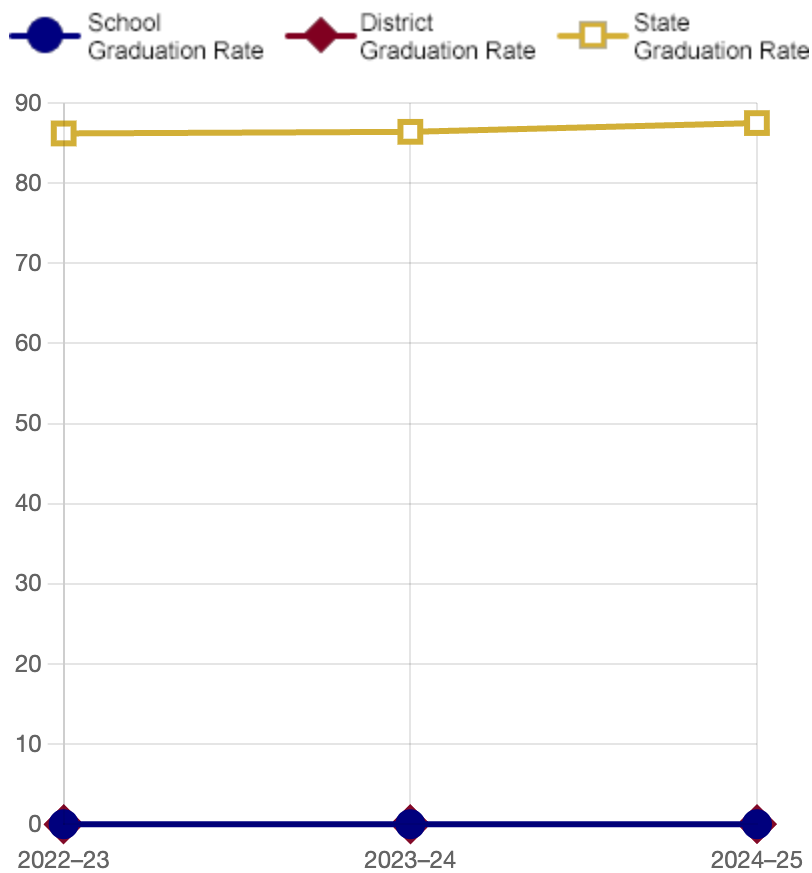
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

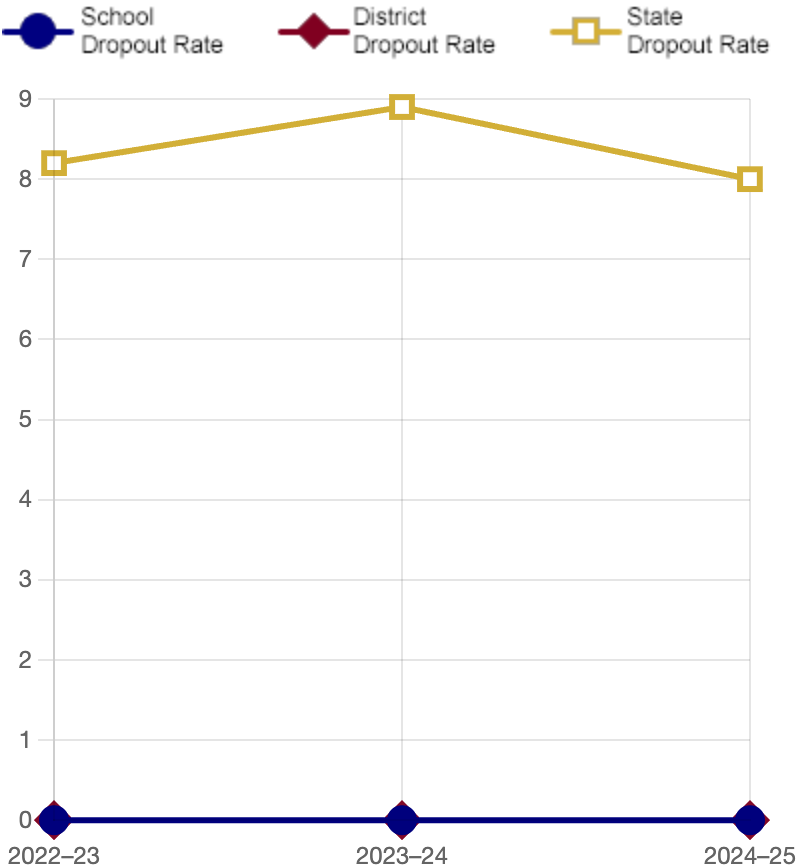
Indicator	School	School	School	District	District	District	State	State	State
	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25
Graduation Rate							86.2%	86.4%	87.5%
Dropout Rate							8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



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	301	290	55	19.0%
Female	148	141	32	22.7%
Male	153	149	23	15.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	13	4	30.8%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	245	47	19.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	0	0.0%
English Learners	91	87	13	14.9%
Foster Youth	--	--	--	--
Homeless	20	19	10	52.6%
Socioeconomically Disadvantaged	246	237	47	19.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	83	19	22.9%

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	0.30	1.21	0.00	1.10	1.33	1.34	3.60	3.28	2.94
Expulsions	0.30	0.00	0.00	0.01	0.00	0.00	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)

A comprehensive school safety plan was developed and approved before March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, before March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved and presented to staff: December 10, 2025

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	29.00	1	0	1
1	0.00	0	0	0
2	0.00	0	0	0
3	29.00	0	1	0
4	34.00	0	0	1
5	32.00	0	1	0
6	33.00	0	0	0
Other**	25.00	2	4	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	14.00	2	1	
1	30.00		1	
2	31.00		1	
3	29.00		1	
4	30.00		1	
5				
6	30.00		1	
Other**	21.00	2	2	

* 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	19.00	1	1	
1	31.00		1	
2	26.00		1	
3	28.00		1	
4	28.00		1	
5	27.00		1	
6	27.00		1	
Other**	14.00	2	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

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)	0.50
Psychologist	1.00
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	2.40
Resource Specialist (non-teaching)	
Other**	3.00

* 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	\$7926.00	\$434.00	\$7492.00	\$114497.00
District	N/A	N/A	\$6613.00	\$105590.00
Percent Difference – School Site and District	N/A	N/A	13.3%	8.4%
State	N/A	N/A	\$11146.18	\$101700.00
Percent Difference – School Site and State	N/A	N/A	-32.8%	12.6%

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

Types of Services Funded (Fiscal Year 2024–25)

<p>Primary Focus</p> <ul style="list-style-type: none"> • TK-8 Intervention Programs • TK-8 English Language Development • TK-8 Writing Strategies • TK-8 Language Arts Strategies • TK-8 Mathematics Strategies • TK-8 Technology/AI Integration • TK-8 Science/HSS Programs • TK-8 Social Emotional Learning • TK-8 Dual Language Program • TK-8 PBIS <p>Delivery of Professional Development</p> <ul style="list-style-type: none"> • Staff Development Day • Workshops • Conferences • After-school Workshops • In-class Coaching • Virtual Workshops/Trainings

- Professional Learning Communities
- Webinars

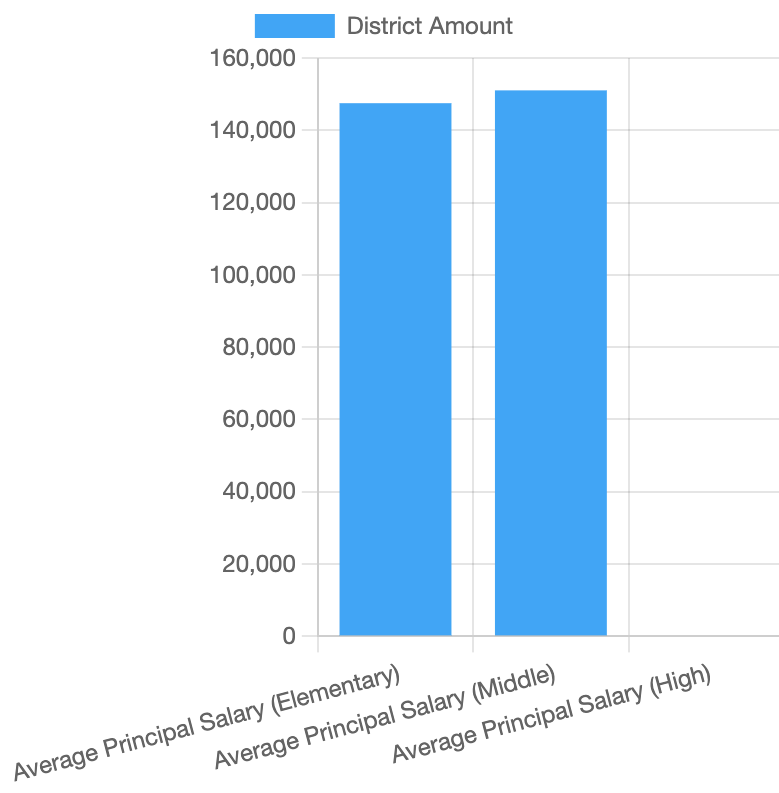
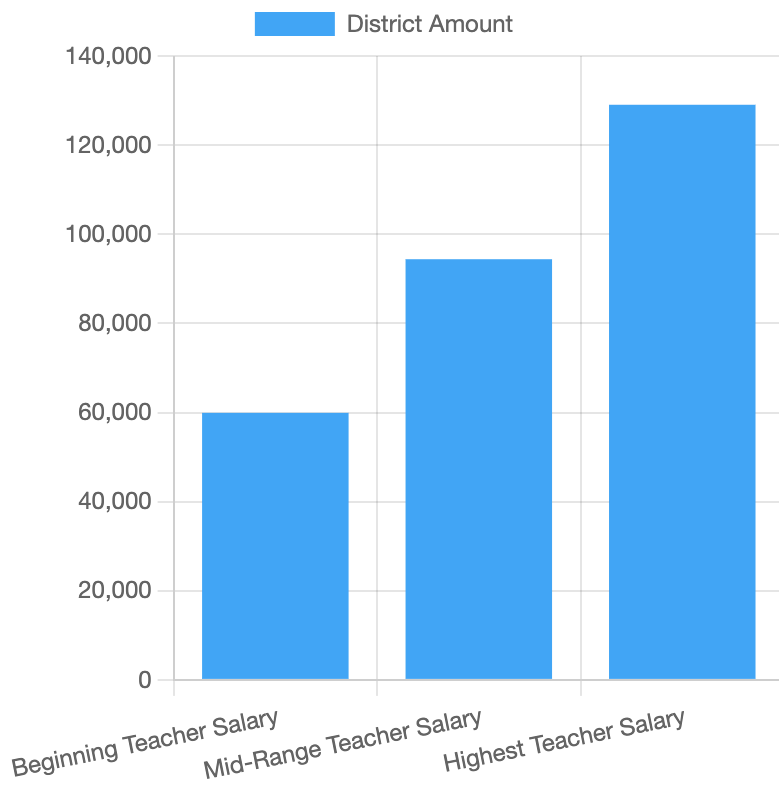
Other Related Professional Development Activities

- Data-Driven instruction
- Technology/AI Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Instructional Strategies
- Cultivating Belonging
- GATE Strategies

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59927.00	\$61596.88
Mid-Range Teacher Salary	\$94397.00	\$98902.37
Highest Teacher Salary	\$129055.00	\$126339.83
Average Principal Salary (Elementary)	\$147497.00	\$158382.71
Average Principal Salary (Middle)	\$151044.00	\$165207.00
Average Principal Salary (High)	\$0.00	\$162237.00
Superintendent Salary	\$308900.00	\$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	10	10	10