

**Robert C. Fislser Elementary**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 1350 Starbuck St.  
Fullerton, CA , 92833-5668

**Principal:** Dr. Caroline Llewellyn, Principal

**Phone:** (714) 447-2890

**Grade Span:** K-8

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/>.

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# About This School

## Dr. Caroline Llewellyn, Principal

📍 Principal, Robert C. Fisler Elementary

### About Our School

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### Contact

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Robert C. Fisler Elementary  
1350 Starbuck St.  
Fullerton, CA 92833-5668

Phone: [\(714\) 447-2890](tel:7144472890)  
Email: [caroline\\_llewellyn@myfsd.org](mailto:caroline_llewellyn@myfsd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org">www.fullertonsd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Robert C. Fisler Elementary
<b>Street</b>	1350 Starbuck St.
<b>City, State, Zip</b>	Fullerton, CA , 92833-5668
<b>Phone Number</b>	(714) 447-2890
<b>Principal</b>	Dr. Caroline Llewellyn, Principal
<b>Email Address</b>	<a href="mailto:caroline_llewellyn@myfsd.org">caroline_llewellyn@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/fisler">http://www.fullertonsd.org/fisler</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	30665060102582

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

### School Description and Mission Statement:

At Robert C. Fisler School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

### School's Vision Statement:

The Fisler School community comes together based on a vision to develop students into innovators of today. Fisler students will become the forward-thinkers, strategists, and leaders who transform their future and innovate solutions for a better world.

### School's Behavior Statement:

Robert C. Fisler School is a community of kind, safe, respectful, and responsible citizens. We are dedicated to creating a positive learning environment where we live by the Navigator Way--Kind, Safe, Respectful, and Responsible.

### School Description:

As an Apple Distinguished School for seventeen consecutive years, the Robert C. Fisler School's vision for technology integration has garnered international attention through its 1:1 laptop program. As 21st-century learners, project-based learning is integrated throughout the curriculum. Students in grades three through eight use individual laptops to master rigorous content and performance standards. Students in grades 1 and 2

have access to individual tablets. All classrooms are equipped with Smart TVs. Students use Google and Apple Creativity and Productivity applications to design, create, invent, and engineer ideas and products using technology through project-based learning and design thinking. Other web-based programs offered at Robert C. Fisler School include IXL, Edupuzzle, RAZ Kids, iReady, and BrainPop. Leveraging Apple MacBooks, mobile devices, and other digital resources, students harness technology as a tool for design thinking and problem-solving, preparing them to become programmers, engineers, inventors, and designers. Students create, communicate, collaborate, and think critically in a technology-rich environment. Within our 1:1 Laptop program, safety is our number one priority. To safeguard our students, the district employs a robust web filtering system and IT technicians to monitor and maintain laptops, while teachers utilize a Mobile Device Manager (MDM) to oversee student laptop activity in the classroom. Fisler is also a Common Sense Media School. Earning the Common Sense Media School badge reflects our commitment to guiding students to think critically and use technology responsibly for learning, creating, collaborating, and sharing.

Fisler has a school-wide focus on progressive coding skills across the grade levels. TK & Kindergarten students build early coding skills through unplugged activities that encourage problem solving, logical thinking, and perseverance. Kindergarten students also learn coding using Beebots.; first graders program Ozobots, second graders program Dash robots; third graders build and program LEGO Education SPIKE and use TechSmart to further their coding skills; fourth graders learn advanced coding through Scratch and program circuitry, using Makey Makey and Little Bits to create and develop inventions; fifth through eighth grade students learn progressive language-based coding through Python. Middle school students also learn animation, HTML coding, photography, robotics, and web design through technology class and/or electives. In addition to electives, middle school students explore their passions during Compass Time through the district PATHFinder program. In this program, 5th and 6th grade students identify and explore their passions through voice, choice and agency; 7th grade students learn about and investigate their passions with an emphasis toward a career pathway, and 8th grade students research high school and college options that best fits their passion to learn about the academic preparation necessary to propel them to a successful career in the future. Additionally, 6th-8th grade students are given an opportunity to take the AP Computer Science A Exam. Middle school students can also join teams such as the National Junior Honor Society, Science Olympiad, Speech and Debate, Math Field Day, and after-school sports programs.

Fisler teachers are committed to research-based instruction to support each child. They focus on scaffolding skills and developing student independence through Reading and Writing Workshop, Balanced Literacy practices, and Cognitively Guided math instruction. Teaching students how to collaborate and communicate with adults and peers is a high priority. Rich hands-on science activities are infused through the use of scientific probes and science kits in every classroom. Additional highlights include a fully equipped science lab and a state-of-the-art multi-purpose room with three stage production areas. In partnership with parents, Fisler aims to build a strong culture of collaboration, critical thinking, and problem-solving, both at school and at home, to enrich every child's learning experience. Fisler School values and models the belief that differentiated and purposeful learning are the keys to success.

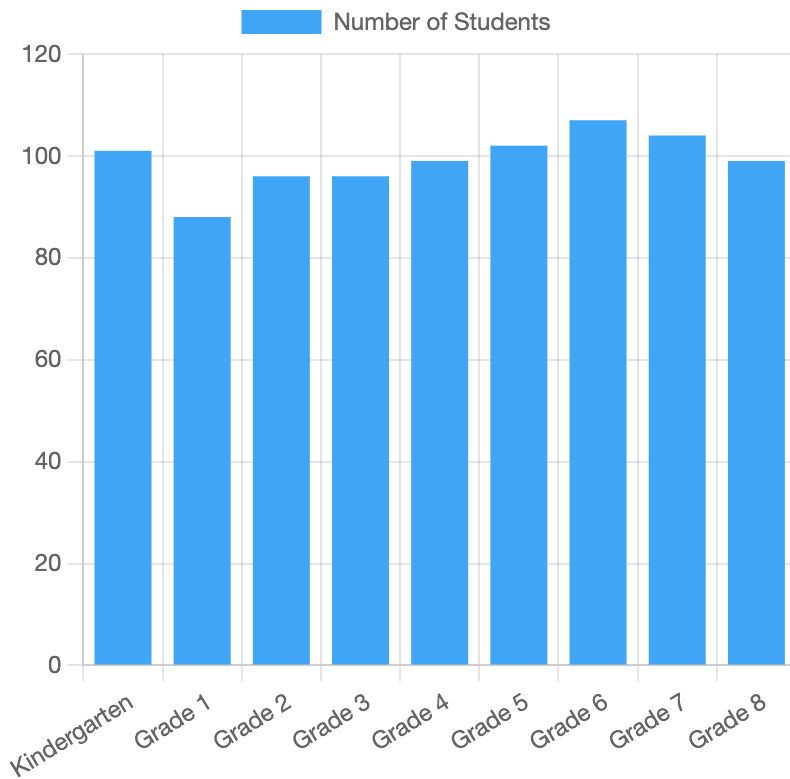
Fisler is dedicated to supporting the whole child through its Empowering Navigators Program. It includes positive behavior supports, social-emotional learning, and cultural proficiency. In addition to implementing Positive Behavioral Interventions and Supports (PBIS) and earning Platinum-level recognition, Fisler actively fosters students' social-emotional growth. In the primary grades, teachers incorporate morning meetings that help students build connections with one another and with their teacher. Classrooms use Restorative Circles, a safe community circle where each person can be heard when conflicts arise, or as a way to build community. The Fisler school counselor has effectively modeled social stories to support students and teachers. She models how to use a social story, a purposeful story to teach desired behaviors, so that teachers can build student capacity in understanding oneself and classmates. Second Step, a curriculum that provides foundational skills in self-regulation and executive functioning, has also been implemented to promote social and emotional development. Fisler values that students become empathetic, flexible, persistent, resilient, and

optimistic people. These skills empower students to enhance and strengthen their abilities, shape their future, and innovate solutions that contribute to a better world.

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	88
Grade 2	96
Grade 3	96
Grade 4	99
Grade 5	102
Grade 6	107
Grade 7	104
Grade 8	99
Total Enrollment	892



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

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	79.50%
Black or African American	0.90%
Filipino	5.70%
Hispanic or Latino	7.20%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	2.90%
White	3.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.50%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	28.60%
Students with Disabilities	4.70%

## 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)	34.10	98.67%	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)	0.10	0.41%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.06%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	0.84%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	34.50	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)	33.00	96.33%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	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)	0.10	0.41%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	1.10	3.27%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	34.20	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)	35.50	99.27%	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)	0.00	0.00%	2.00	0.39%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.39%	7.20	1.43%	12112.80	4.34%
Unknown/Incomplete/NA	0.10	0.34%	18.70	3.70%	13705.80	4.91%
Total Teaching Positions	35.70	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)**

<b>Authorization/Assignment</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>	<b>2023–24 Number</b>
Permits and Waivers	0.00	0	0.00
Misassignments	0.10	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.10	0	0.00

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

<b>Indicator</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>	<b>2023–24 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0.1	0.10
Total Out-of-Field Teachers	0.00	0.1	0.10

**Class Assignments**

<b>Indicator</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>	<b>2023– 24 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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. Fislser School has 31 classrooms, a multipurpose room, a media center and a science building. The campus was constructed in 2004. In 2007, one portable classroom and a childcare portable 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: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Room N1: hole in ceiling tile (FY25/26-32974)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 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**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	87%	89%	57%	60%	47%	48%
Mathematics (grades 3-8 and 11)	83%	86%	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	609	595	97.70%	2.30%	88.57%
Female	306	299	97.71%	2.29%	92.31%
Male	303	296	97.69%	2.31%	84.80%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	497	487	97.99%	2.01%	90.76%
Black or African American	--	--	--	--	--
Filipino	34	33	97.06%	2.94%	87.88%
Hispanic or Latino	35	35	100.00%	0.00%	74.29%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00%	0.00%	86.67%
White	20	18	90.00%	10.00%	55.56%
English Learners	64	56	87.50%	12.50%	46.43%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	113	95.76%	4.24%	86.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	43.48%

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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	609	602	98.85%	1.15%	86.05%
Female	306	301	98.37%	1.63%	84.72%
Male	303	301	99.34%	0.66%	87.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	497	494	99.40%	0.60%	90.28%
Black or African American	--	--	--	--	--
Filipino	34	33	97.06%	2.94%	78.79%
Hispanic or Latino	35	35	100.00%	0.00%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00%	0.00%	73.33%
White	20	18	90.00%	10.00%	50.00%
English Learners	64	63	98.44%	1.56%	63.49%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	116	98.31%	1.69%	81.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	24	23	95.83%	4.17%	43.48%

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)	66.50%	68.34%	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	201	199	99.00%	1.00%	68.34%
Female	102	100	98.04%	1.96%	71.00%
Male	99	99	100.00%	0.00%	65.66%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	162	160	98.77%	1.23%	71.88%
Black or African American	--	--	--	--	--
Filipino	15	15	100.00%	0.00%	66.67%
Hispanic or Latino	11	11	100.00%	0.00%	45.45%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	42	95.45%	4.55%	64.29%
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**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	95.1%	97.1%	97.1%	97.1%	97.1%
7	96.1%	96.1%	96.1%	96.1%	96.1%

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)

Several advisory councils and community resources support the school program, including an involved PTSA, a devoted School Site Council, a committed Foundation (F2AST), a dedicated School Safety Committee, and a supportive English Language Advisory Committee (ELAC) that contributes many hours on campus to support student learning.

##### 1. ELAC (English Language Advisory Committee)

- Advocating for English Learners
- Supporting with parent workshops and trainings
- Providing language support (translations)
- Assist in making school-wide decisions.
- Providing administration with parent input via the ELAC meetings/Youth Truth Survey
- Attending DELAC meetings in support of district initiatives.
- Input on School safety

##### 2. PTSA?

- Helps build strong relationships with families, staff, and administration based on student interest
- Recruiting and coordinating volunteers/support
- Organizing parent training opportunities
- Planning teacher appreciation activities
- Supporting student learning through fundraising events

##### 3. Safety Committee

- Comprised of administration, support staff, and parent representatives
- Meets regularly to debrief on drills
- Discuss safety concerns
- Develop action plans to improve safety protocol on campus

##### 4. School Site Council

- Developing, monitoring, implementing, and evaluating the School's Single Plan for Student Achievement
- Provides inputs and approval of the school's safety plan.

- Provides inputs/suggestions for improvement
- Share LCAP information

## 5. F2AST Foundation

- The Fisler Foundation for the Advancement of Science and Technology is a 501(c)(3) nonprofit educational organization, founded by parents, teachers, and administrators, dedicated to raising funds to support science and technology programs and address budget shortfalls.
- Mission Statement: To enhance the science and technology programs at Robert C. Fisler School in furtherance of 21st-century learning.
- Vision: At its core, F2AST embraces a simple truth: the whole is greater than the sum of its parts. We recognize that a child's education thrives through the partnership of parents, educators, and the community. Together, we can navigate today's unprecedented budget challenges and ensure our children receive the high-quality education they deserve.

Goals: F2AST has three fundamental goals:

1. To make up for district funding shortages that would have eliminated the Laptops for Learning program years ago.
2. To purchase student-centered software that is curriculum-specific for each grade level.
3. To provide financial support for science and technology initiatives.

The Fisler community participates in City of Fullerton and Fullerton District events such as Faces of Fullerton, Fullerton Fit Families, All the Arts Auction, Toast to Learning, Rotary Club Jog-a-thon, FSD Fest, STEM Nation, Science Olympiad, Speech and Debate, and Needlework Guild of America events.

## 6. Fisler Endowment

- The Fisler Endowment is a permanent investment fund that supports academic excellence while boldly investing in innovation and enrichment for both today's students and future generations.
- Endowments are a proven model in higher education and independent schools, providing long-term stability, flexibility, and support for faculty and programs. Applying this approach to a public elementary and middle school is rare and intentionally forward-thinking.
- The Endowment allows Fisler to plan for the long term, moving beyond year-to-year fundraising to create a sustainable source of support that grows over time and alongside the community.
- Through this model, Fisler brings the benefits of higher-education philanthropy into a neighborhood public school, positioning our community to lead, innovate, and set a new standard for public education.

## State Priority: Pupil Engagement

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

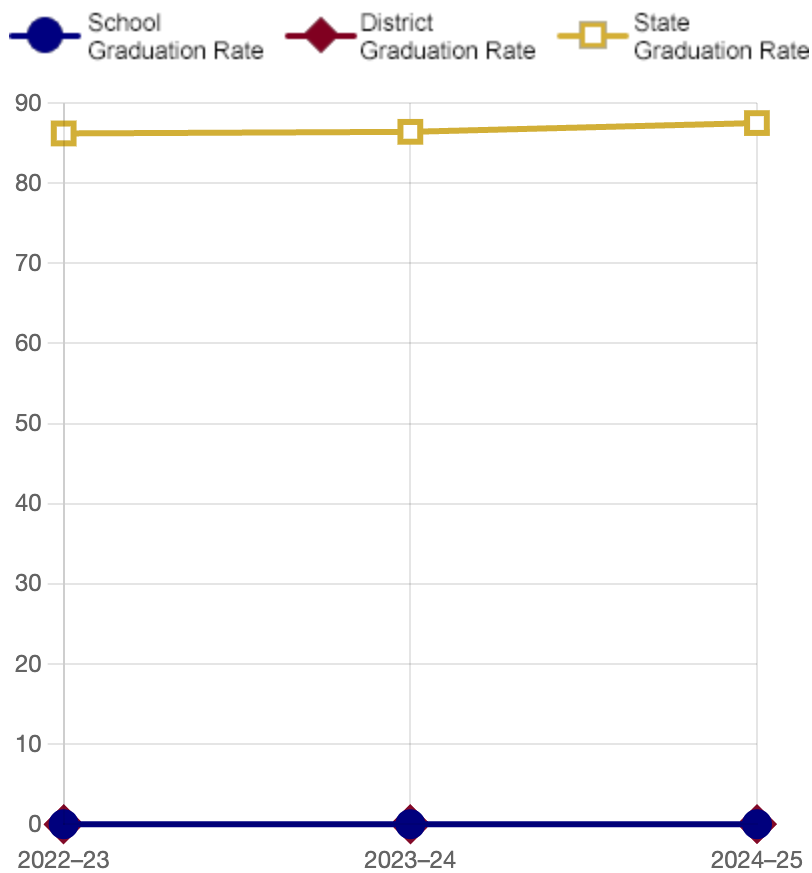
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

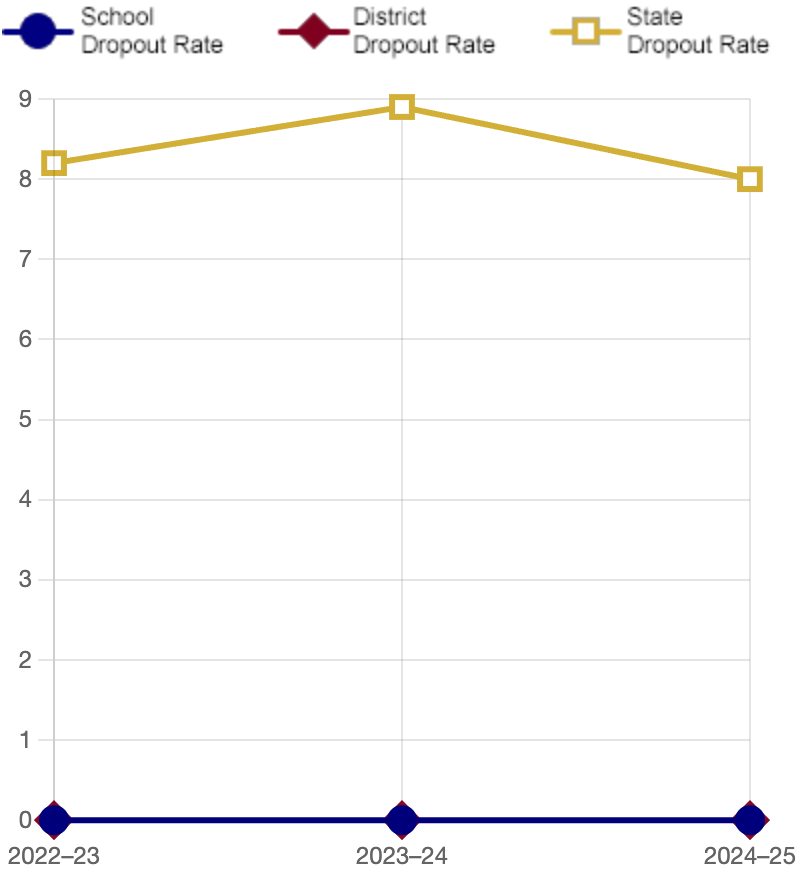
Indicator	School	School	School	District	District	District	State	State	State
	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25
Graduation Rate							86.2%	86.4%	87.5%
Dropout Rate							8.2%	8.9%	8.0%

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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	912	906	18	2.0%
Female	438	436	9	2.1%
Male	474	470	9	1.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	725	721	6	0.8%
Black or African American	--	--	--	--
Filipino	51	51	1	2.0%
Hispanic or Latino	66	64	5	7.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	1	3.7%
White	33	33	4	12.1%
English Learners	163	163	4	2.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	274	271	14	5.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	45	2	4.4%

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	0.11%	0.11%	0.33%	1.10%	1.33%	1.34%	3.60%	3.28%	2.94%
Expulsions	0.00%	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	0.33%	0.00%
Female	0.00%	0.00%
Male	0.63%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.14%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.52%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.03%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.73%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.13%	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 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to 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.

Updated and reviewed with staff: 12/10/25

Approved by School Site Council: 1/21/26

## 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	28.00	0	4	0
1	31.00	0	3	0
2	32.00	0	3	0
3	29.00	0	3	0
4	33.00	0	0	1
5	34.00	0	0	2
6	23.00	10	35	0
Other**	27.00	0	1	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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	26.00		3	
1	32.00		3	
2	32.00		3	
3	32.00		3	
4	32.00		2	
5	26.00	1		3
6	21.00	15	36	
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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	19.00	1	3	
1	29.00		3	
2	32.00		3	
3	32.00		3	
4	33.00		1	1
5	34.00			3
6	22.00	11	32	
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	29.00	4	5	6
Mathematics	25.00	3	4	1
Science	31.00	0	4	3
Social Science	33.00	0	4	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	29.00	2	5	8
Mathematics	25.00	2	4	2
Science	33.00		3	4
Social Science	33.00		3	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	30.00	2	6	7
Mathematics	25.00	3	3	2
Science	33.00		3	4
Social Science	34.00		3	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	891

\* 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)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.20
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other**	2.30

\* 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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6981.00	\$208.00	\$6773.00	\$105266.00
District	N/A	N/A	\$6613.00	\$105590.00
Percent Difference – School Site and District	N/A	N/A	2.40%	-0.30%
State	N/A	N/A	\$11146.18	\$101700.00
Percent Difference – School Site and State	N/A	N/A	-39.20%	3.50%

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

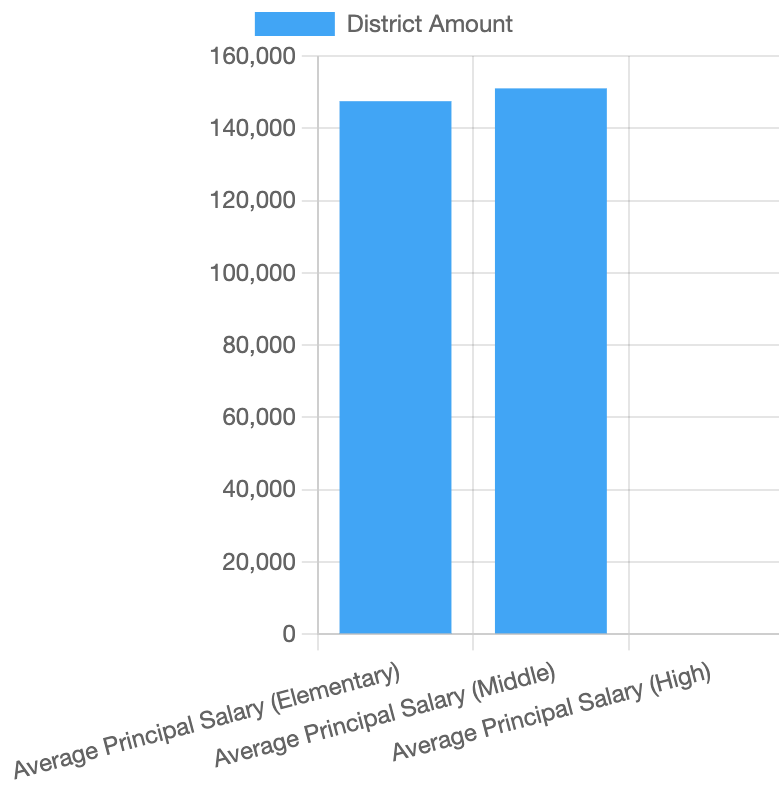
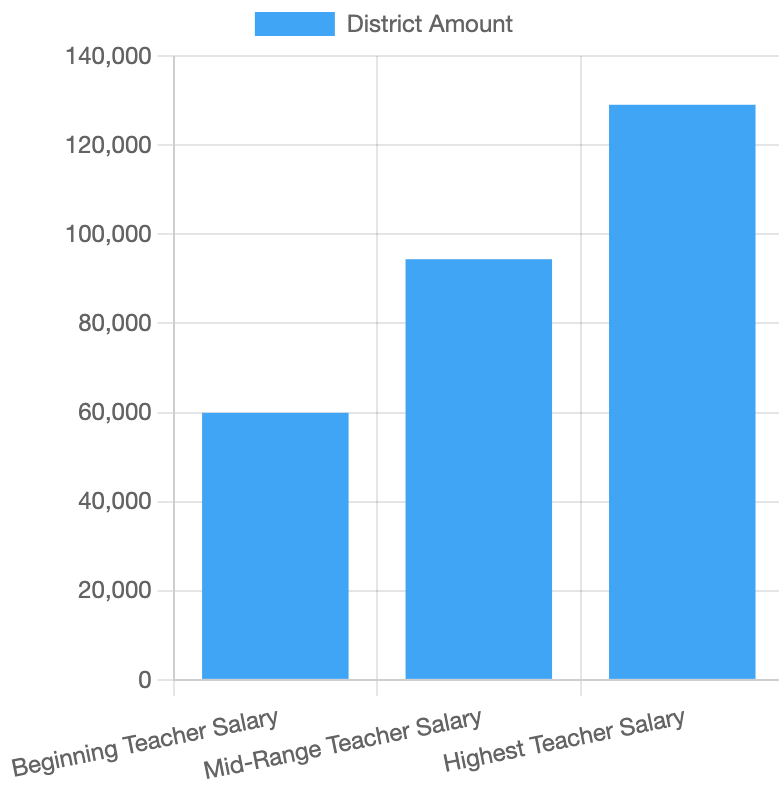
#### Other Related Professional Development Activities

- 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)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
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	30.70%	31.29%
Percent of Budget for Administrative Salaries	6.84%	5.38%

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