

Chatom Elementary School

Grades K-5
CDS Code 50-71050-6052484

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www.chatom.k12.ca.us/chatom-general-info



Warriors today, leaders tomorrow!



SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Chatom Union School District

7201 Clayton Road Turlock, CA 95380 ▪ www.chatom.k12.ca.us
Cherise Olvera, Superintendent ▪ colvera@chatom.k12.ca.us ▪ (209) 664-8505



Principal's Message

Chatom Elementary School is located west of Turlock in a rural agricultural area, bordered by orchards, dairies and cornfields. We offer a rigorous academic program designed to meet state standards and challenge students to think creatively and be problem solvers. Full-day kindergarten and transitional kindergarten students can get a high-quality college prep education. Our parents and community involvement are the key to our students' success.

Providing a safe and positive learning environment programs provide students with a solid academic foundation. Our close-knit staff collaborates regularly to meet the needs of students and to continuously improve through professional learning. Chatom is a place where safety for students is our priority. All students are expected to conduct themselves in a responsible manner, showing courtesy and respect toward all individuals and property.

We are also proud of our after-school programs. We offer students homework assistance, academic intervention and enrichment electives. Enrichment course offerings vary, but currently students may choose from Warrior Leadership, Career Exploration Club, Fun with Sports, TK Camp, Strategies, Creative Writing, Gardening or Accelerated Reading club.

Our staff includes highly qualified teachers, a reading and writing support teacher to provide literacy remediation, and a physical education specialist who provides instruction to students in grades 3-5.

Our school works diligently with parents and faculty to foster an atmosphere that promotes a learning community characterized by child centered instruction and decisions, academic excellence, trust, respect, community involvement, excellent communication, and recognition of both student and staff achievements.

Chatom is committed to working in collaboration with you to continue the development and implementation of this shared vision. Working together as a team we will move forward in our mission this new school year to create a nurturing, disciplined, and challenging environment in which all students can learn at optimum levels and become responsible members of society. We have so much to be proud of as a staff, family, and community and it feels good knowing "we are all in this together!" By working as a team with you, we will be able to offer the best to our children. Our school success would not happen without you!

School Mission Statement

The mission of Chatom Elementary is to provide a comprehensive, rigorous instructional program with creative learning opportunities and experiences that meet the needs of its diverse rural student population, ensuring all students reach their individual potential to be responsible, compassionate, contributing citizens.

School Vision Statement

Develop life-long learners and problem solvers who achieve success academically, socially and emotionally.

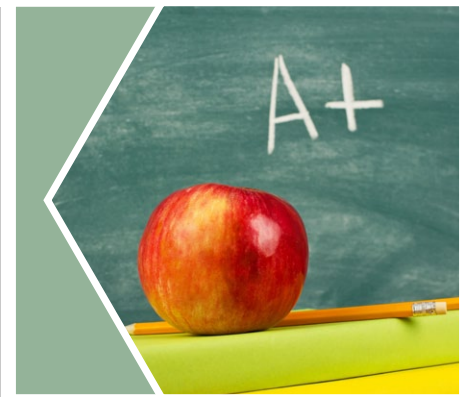
Parental Involvement

Chatom students are most successful when parents and teachers work in a partnership to actively support student learning. During our monthly student-of-the-month assemblies, parents are invited to receive awards and congratulations along with their child. We strive to honor parents in their efforts to help their child value and become passionate about learning.

All parents are encouraged to become members of Chatom's Parent Teacher Club (PTC). The PTC hosts one major fundraiser each year, the Halloween Carnival. This event is widely supported by parents and community members. All three schools in the district enjoy a high level of parent participation and benefit greatly from the proceeds of this fundraiser. In addition, the PTC sponsors a Halloween Carnival, a Santa Breakfast, Fly It Day, Easter Egg Hunt and other activities for students.

The School Site Council (SSC) is a parent and staff collaboration that advises the categorical programs and produces a site plan for each school year. The English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) provide additional opportunities for parents of English learners to participate. Monthly Family Literacy nights invite parents to the school to learn how to support their children in becoming strategic, passionate, lifelong readers and writers. Parents may also participate in report-card conferences, classroom projects, field trips, Back to School night, Open House and be classroom volunteers.

For more information on how to become involved, please contact the Chatom Elementary School Principal Sara Cruz at (209) 664-8500.



School Accountability Report Card

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

District Mission Statement

Learning opportunities and experiences will be provided to all students that will strengthen their academic, social and emotional development to enable students to be successful in higher education and careers.

District Vision Statement

The Chatom Union School District's staff is committed to providing a high-quality instructional program so every child has the opportunity to reach their fullest potential.



Governing Board

Karen Macedo, *Board President*

Dr. Rob Santos, *Board Clerk*

Anthony Avila, *Trustee Representative*

Ryan Blount, *Board Member*

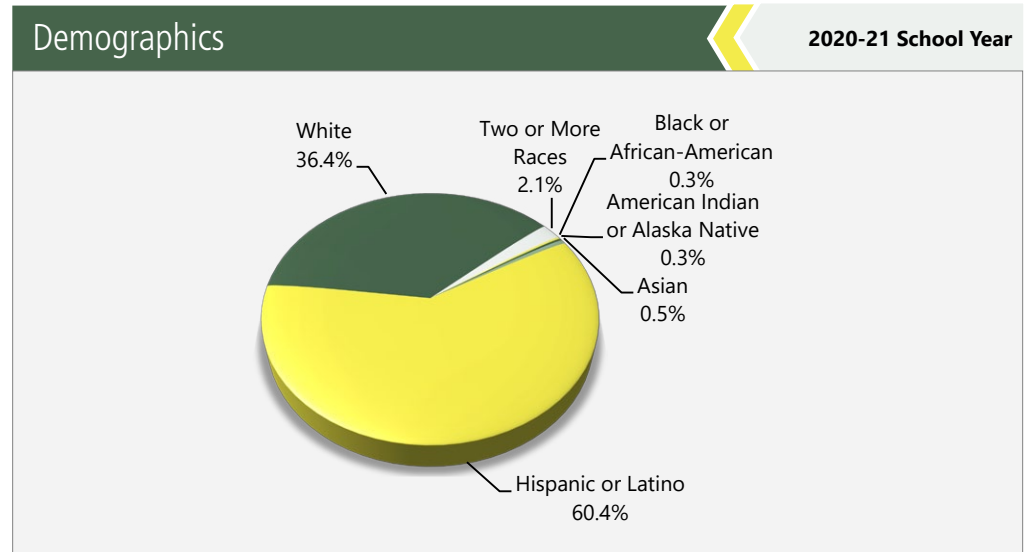
Steve Soderstrom, *Board Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	51.20%
Male	48.80%
Non-Binary	0.00%
English learners	44.30%
Foster youth	0.50%
Homeless	9.20%
Migrant	2.10%
Socioeconomically Disadvantaged	70.70%
Students with Disabilities	12.40%

Enrollment by Student Group

The total enrollment at the school was 379 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



School Safety

Adequate lighting: All classrooms have ample artificial light, in addition to natural light, that enables staff and students to conduct schoolwork in a safe manner.

Backpack policies: Students may utilize backpacks to carry textbooks and supplies to and from school and between classes. Students are encouraged to not overload their backpacks to keep weight at a safe level.

Closed campus: Students are not allowed to leave campus without a recognized parent or guardian. Parents and guardians are required to report to the school office and sign their child out before they leave campus.

Crisis response procedures: Staff and students practice monthly fire drills, quarterly lockdown drills and annual earthquake drills. School Emergency Response Procedures and Guidelines are available in all classrooms. Classrooms are stocked with crisis kits filled with emergency supplies such as handheld radios, flashlights, snacks, water and first-aid kits.

Entries and exits: All entries and exits are secure and supervised before and after school. Evacuation routes are posted in each classroom.

Environmental design: Site architectural plans note environmental design components.

Graffiti removal and vandalism repair: When graffiti is found (which is rare), it is painted over or cleaned off the same day.

Hallways: Hallways are monitored during breaks by staff. Procedures are in place for hallway behavior.

Interagency information-sharing agreements: The Chatom Union School District is a member of the Stanislaus County Emergency Operations Center (EOC).

Lockers: Lockers are not provided.

Parking areas: Parking lots are available for use by staff and parents. Parking lots are well-lit in the evening for safety. Parking for disabled persons is appropriately marked. Students cross the parking lot in marked crosswalks.

Positive posters, bulletins, and signs: Displayed in classrooms, the library and the multipurpose room. Character development focused on instruction in monthly character traits through schoolwide morning announcements and recognition assemblies.

Safe, clean restrooms and facilities: The facilities, including the restrooms, are cleaned daily and are kept in good repair.

Security, technology: School facilities have operational fire-alarm systems that are checked for functionality monthly. Chatom Elementary School has an alarm system to help protect equipment and supplies during non-school hours and has a phone system that incorporates safety measures.

The safety plan will be formally revised with input from the District Safety Committee in February 2022.



"Chatom is committed to working in collaboration with you to continue the development and implementation of this shared vision."

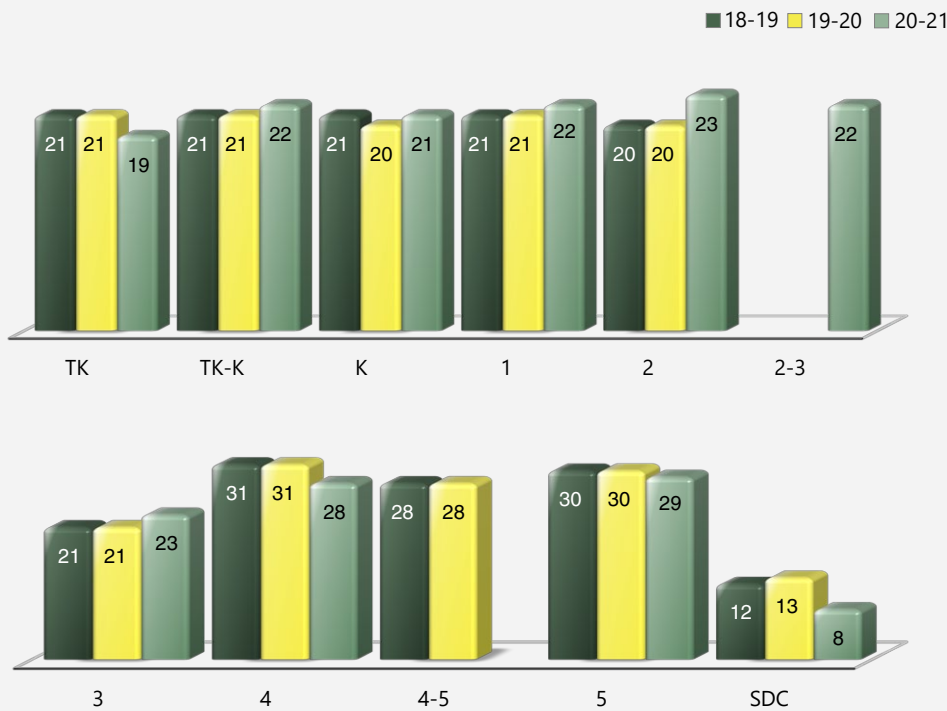


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

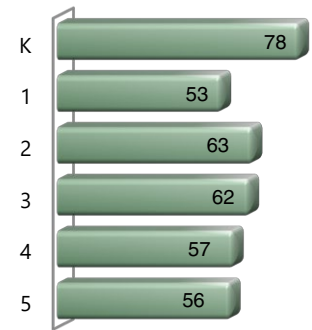
Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1			1		1		
TK - K		1			1			1	
K	1	1		1	1		1	1	
1	1	2		1	2			3	
2	3			3				2	
2-3								1	
3	1	2		1	2			2	
4		1			1			2	
4 - 5		1			1				
5		2			2			2	
SDC	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Public Internet Access

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

Professional Development

Early dismissal occurs every Wednesday throughout the school year. Staff development takes place every Wednesday for 45 minutes or every other Wednesday for 90 minutes. Collaboration time and/or prep time is also scheduled for all teachers. Activities center on the new state standards and improving instruction and learning, with time for collaboration. In addition, teachers receive training from the county office in instructional strategies. The focus for all staff development is improving student learning and positive behavior with emphasis on meeting the needs of all students.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	40
2020-21	38
2021-22	39

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Chatom ES		Chatom Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	2.7%	0.5%	2.6%	0.5%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year		
	Chatom ES		Chatom Union SD		California	
	19-20		19-20		19-20	
Suspension rates	1.4%		2.8%		2.5%	
Expulsion rates	0.0%		0.0%		0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.50%	0.00%		
Female	0.00%	0.00%		
Male	1.00%	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	0.40%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	0.70%	0.00%		
English Learners	0.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.70%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	1.80%	0.00%		



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Chatom ES
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	409	29	7.10%
Female	211	207	12	5.80%
Male	207	202	17	8.40%
American Indian or Alaska Native	1	1	0	0.00%
Asian	4	4	0	0.00%
Black or African American	2	2	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	252	247	20	8.10%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	8	8	0	0.00%
White	150	146	9	6.20%
English Learners	185	182	13	7.10%
Foster Youth	6	4	0	0.00%
Homeless	37	37	1	2.70%
Socioeconomically Disadvantaged	299	291	26	8.90%
Students Receiving Migrant Education Services	8	8	1	12.50%
Students with Disabilities	57	55	11	20.00%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

In addition to the Local Control Funding Formula allocated to each site based on student and program enrollment, both sites also receive funding for Title II Teacher Quality, Title III English learner Student Program, Title V Rural & Low Income School Program, Lottery and After-School. Chatom Elementary School receives 100 percent of the district's Title I funding, and class size reduction exists in grades TK-3.



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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- 1. Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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

Percentage of Students Meeting or Exceeding State Standard	Two-Year Data					
	Chatom ES		Chatom Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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

Percentage of Students Meeting or Exceeding State Standard	Two-Year Data					
	Chatom ES		Chatom Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

** This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

** This school did not test students using the CAASPP for Science.



CAASPP Test Results by Student Group: English Language Arts (grades 3-5) For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	184	180	97.83%	2.17%	32.22%
Female	89	88	98.88%	1.12%	31.82%
Male	95	92	96.84%	3.16%	32.61%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	116	114	98.28%	1.72%	28.07%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	65	63	96.92%	3.08%	41.27%
English Learners	80	78	97.50%	2.50%	11.54%
Foster Youth	❖	❖	❖	❖	❖
Homeless	28	28	100.00%	0.00%	21.43%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	124	120	96.77%	3.23%	29.17%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	27	93.10%	6.90%	11.11%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

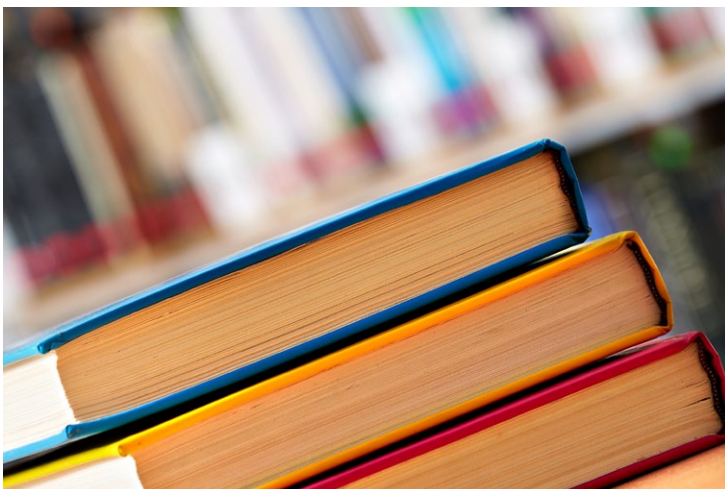
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	184	180	97.83%	2.17%	27.22%
Female	89	88	98.88%	1.12%	23.86%
Male	95	92	96.84%	3.16%	30.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	116	114	98.28%	1.72%	21.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	65	63	96.92%	3.08%	39.68%
English Learners	80	78	97.50%	2.50%	12.82%
Foster Youth	❖	❖	❖	❖	❖
Homeless	28	28	100.00%	0.00%	14.29%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	124	120	96.77%	3.23%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	27	93.10%	6.90%	14.81%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



School Facilities

Chatom Elementary School was built in 1958. In the summer of 2019, the multi-purpose room underwent roof replacement, dry rot removal, new floor installation and painting. The classroom wings received dry rot removal, exterior painting and several classrooms received new carpet. In 2018, new desktop computers replaced older systems in the computer lab, one wing was reroofed, the K-2 blacktop was replaced, and the pedestrian walkway was completed. The multipurpose room was reroofed during the summer of 2014.

In 2021, the black top on the intermediate side of campus was replaced to expand our physical education program, and the HVAC system was replaced to increase and improve ventilation.

There are 26 classrooms, a multipurpose room, library, computer lab and rooms for each of the following: staff development/collaboration, after school CARE program, reading/writing intervention, speech therapy and resource.

The Chatom State Preschool and Chatom Union School District offices are also located on campus. Two full-time custodians, one part-time custodian and a maintenance staff member clean and maintain the grounds between the early morning and late night.

The Chatom Union School District is an After-School Education & Safety Program grantee.

Clear procedures to deal with emergencies are in place and routinely practiced. Staff members are trained regarding discipline policies.

School Facility Good Repair Status

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

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Fair	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Fair	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	8/25/2021	

Deficiencies and Repairs

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

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Classroom #4 has four ceiling tiles that are water damaged. Left intermediate boys' restroom has light cover missing. 1st grade girls' restroom has a light cover missing. Classroom #5 has five ceiling tiles that are water damaged. Ceiling tiles will be replaced. Light covers will be replaced.	10/29/2021
Electrical	Right intermediate girls' restroom has 2 light bulbs burned out. Cafeteria has two light bulbs that are burned out. Light bulbs will be installed once order is in.	11/1/2021
Restrooms/fountains	Left intermediate girls' restroom- 2nd and 3rd toilets leak at the vacuum breaker. Parts ordered and leaks will be fixed.	10/29/2021
Safety	Classroom #33 the fire alarm station, fire extinguisher, and electrical panel are blocked. Classroom #33 had chemicals labeled "Keep Out of Reach of Children" accessible to students. Classroom #31 the fire alarm pull station is blocked. Classroom #4- Fire extinguisher is not hung properly. Fire extinguisher expired on 7/28/21 in the cafeteria. Classroom #33 has unblocked the fire alarm station, fire extinguisher, and electrical panel. Classroom #33 hazardous material are not accessible to students. Classroom #31 has unblocked the fire alarm pull station.	10/6/2021



Textbooks and Instructional Materials

Textbooks are adopted by the district after a rigorous review and evaluation process. Teachers and administrators review the state-adopted textbooks, determining which series best meets the districts' needs. The adopted texts are of sufficient quality and quantity to meet the instructional needs of students. All students have a textbook issued to them at the start of the school year. Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks and state standards adopted by the State Board of Education.

A public hearing was held on September 14, 2021, where a resolution was passed stating that the Chatom Union School District has sufficient textbooks and instructional materials aligned to the academic content standards.



Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance	2016
Mathematics	Eureka Math	2016
Science	Amplify	2020
History/social science	Scott Foresman	2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 School Year

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

Currency of Textbooks

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

Currency of Textbooks

2021-22 School Year

Data collection date	9/14/2021
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◇ Not applicable.

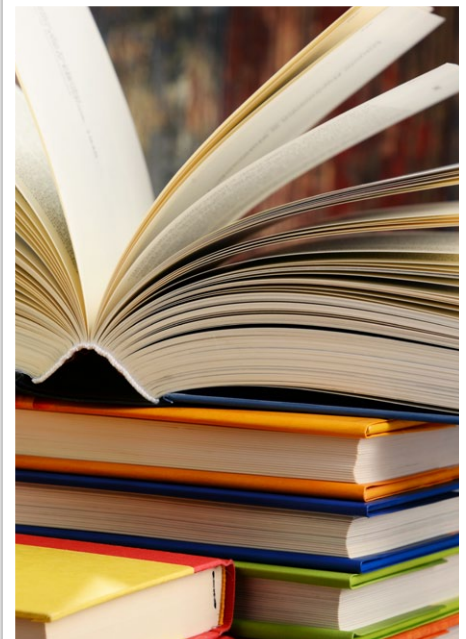
Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

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



Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.3	84.5%	22.2	81.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	5.2%	1.0	3.6%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.2%	1.8	6.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	1.0	5.2%	2.4	8.8%	18,854.3	6.9%
Total Teaching Positions	19.3	100.0%	27.4	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Chatom ES	
Permits and Waivers	1.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	1.0	

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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



Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Chatom ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

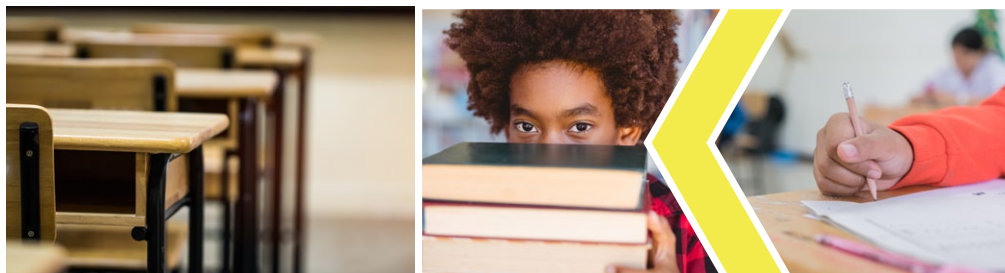
Class Assignments

2020-21 School Year

Indicator	Chatom ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.750
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.750
Psychologist	0.075
Social worker	0.000
Nurse	0.575
Speech/language/hearing specialist	0.400
Resource specialist (nonteaching)	0.500
Other	FTE
Parent Liaison	1.000
Physical Education Teacher	0.400
Intervention Specialist	0.300
Computer Lab Technician	0.625

✧ Not applicable.

School Financial Data

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

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$13,330
Expenditures per pupil from restricted sources	\$3,852
Expenditures per pupil from unrestricted sources	\$9,478
Annual average teacher salary	\$77,254



Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2019-20 Fiscal Year	
	Chatom Union SD	Similar Sized District
Beginning teacher salary	\$51,737	\$47,265
Midrange teacher salary	\$72,313	\$69,813
Highest teacher salary	\$100,154	\$91,237
Average elementary school principal salary	\$109,517	\$113,466
Average middle school principal salary	\$118,454	\$115,186
Superintendent salary	\$165,015	\$131,359
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	8%	7%

Financial Data Comparison

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

Financial Data Comparison	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Chatom ES	\$9,478	\$77,254
Chatom Union SD	\$9,472	\$77,080
California	\$8,444	\$72,352
School and district: percentage difference	+0.1%	+0.2%
School and California: percentage difference	+12.2%	+6.8%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2022.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	383	378	98.69%	1.31%	32.80%
Female	174	172	98.85%	1.15%	33.14%
Male	209	206	98.56%	1.44%	32.52%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	251	249	99.20%	0.80%	27.71%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	124	121	97.58%	2.42%	44.63%
English Learners	150	148	98.67%	1.33%	8.11%
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00%	0.00%	25.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	278	273	98.20%	1.80%	28.57%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	51	49	96.08%	3.92%	8.16%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	383	378	98.69%	1.31%	21.96%
Female	174	172	98.85%	1.15%	18.60%
Male	209	206	98.56%	1.44%	24.76%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	251	249	99.20%	0.80%	16.47%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	124	121	97.58%	2.42%	33.88%
English Learners	150	148	98.67%	1.33%	6.76%
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00%	0.00%	15.00%
Military	--	--	--	--	--
Socioeconomically disadvantaged	278	273	98.20%	1.80%	15.38%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	51	49	96.08%	3.92%	8.16%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

