SARC
School Accountability Report Card 2018-19
Published in 2019-20

Chatom
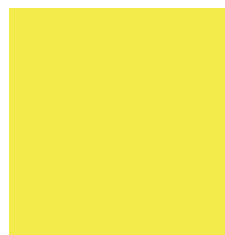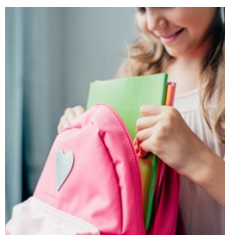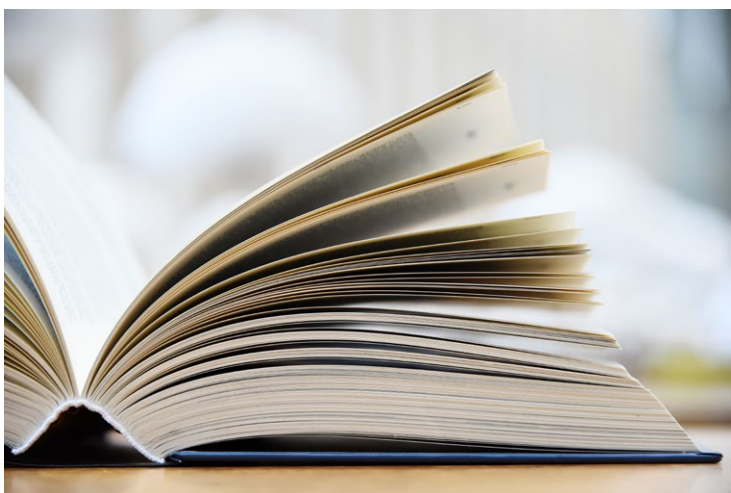## Elementary School

We have a lot to learn today!

Grades K-5
CDS Code 50-71050-6052484

Kelley Day
Principal
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Para español, visita www.chatom.k12.ca.us
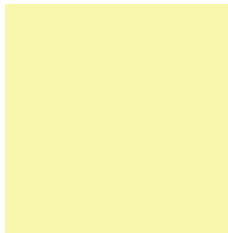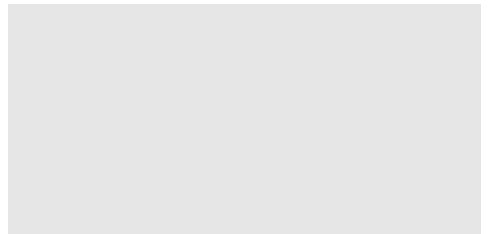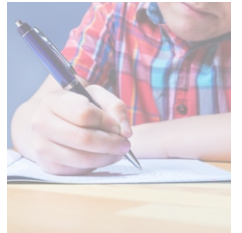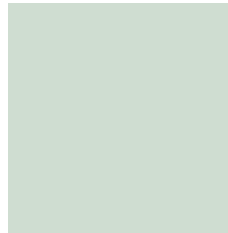
CHATOM
UNION SCHOOL DISTRICT
Learn. Lead. Succeed.

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
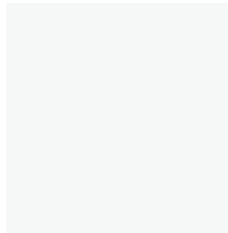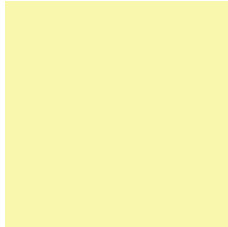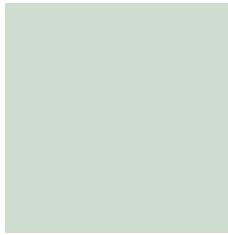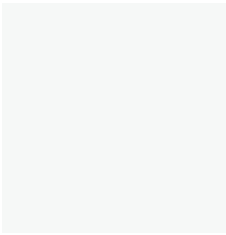
Principal's Message

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 programs provide students with a solid academic foundation. Our students compete annually with other schools in the County Spelling Bee and locally in the Mathematics Championship, Science Fair and Elementary Science Olympiad. Our close-knit staff collaborates regularly to meet the needs of students and to continuously improve through professional learning. Chatom is a place where 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 for students is our first priority. All students are expected to conduct themselves in a responsible manner; showing courtesy and respect toward all individuals and property.

We are 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 sports, art, gardening, Yosemite Environmental Living Program, hands-on science, or Accelerated Reading club. A late bus is provided for students who participate in after-school courses.

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

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 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 on a daily basis and are kept in good repair.

Security, technology: School facilities have operational fire-alarm systems that are checked for functionality on a monthly basis. 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 January 2020.

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.
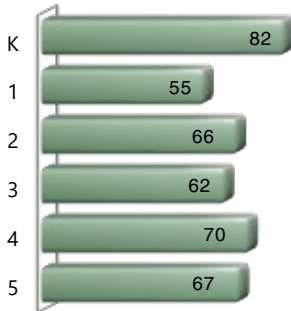
Make it a great day!

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

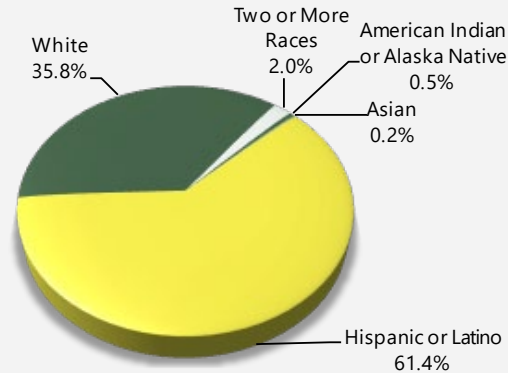| Grade	Enrollment
K	82
1	55
2	66
3	62
4	70
5	67

Enrollment by Student Group

The total enrollment at the school was 402 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

White 35.8%
Two or More Races 2.0%
American Indian or Alaska Native 0.5%
Asian 0.2%
Hispanic or Latino 61.4%

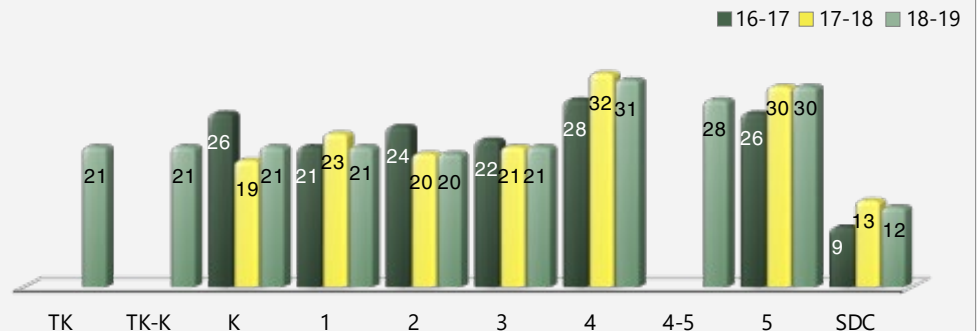|	
Socioeconomically disadvantaged	81.60%
English learners	49.30%
Students with disabilities	10.90%
Foster youth	0.50%
Homeless	7.20%

Class Size Distribution

The bar graph displays 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

Legend: ■16-17 ■17-18 ■18-19

Grade	16-17	17-18	18-19
TK			21
TK-K			21
K	26	19	21
1	21	23	21
2	24	20	20
3	22	21	21
4	28	32	31
4-5			28
5	26	30	30
SDC	9	13	12

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Chatom ES			
	16-17	17-18	18-19
Suspension rates	7.1%	4.3%	2.7%
Expulsion rates	0.0%	0.0%	0.0%
Chatom Union SD			
	16-17	17-18	18-19
Suspension rates	6.8%	3.0%	2.6%
Expulsion rates	0.2%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK								1	
TK-K								1	
K		3		3	1		1	1	
1		3			3		1	2	
2		3		2	1		3		
3	1	2		1	2		1	2	
4		2			2			1	
4-5								1	
5		2			2			2	
SDC	1			1			1		

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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Chatom ES		Chatom Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Chatom ES		Chatom Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	44%	37%	46%	42%	50%	51%
Mathematics	37%	36%	33%	36%	38%	40%

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	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Chatom ES
	Grade 5
Four of six standards	14.5%
Five of six standards	24.2%
Six of six standards	37.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
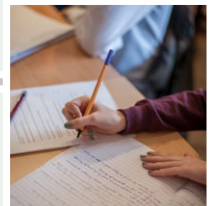
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	195	193	98.97%	1.03%	37.31%
Male	114	114	100.00%	0.00%	37.72%
Female	81	79	97.53%	2.47%	36.71%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	130	130	100.00%	0.00%	27.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	59	57	96.61%	3.39%	56.14%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	165	163	98.79%	1.21%	32.52%
English learners	116	116	100.00%	0.00%	27.59%
Students with disabilities	19	19	100.00%	0.00%	15.79%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	36.36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	194	192	98.97%	1.03%	35.94%
Male	113	113	100.00%	0.00%	42.48%
Female	81	79	97.53%	2.47%	26.58%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	129	129	100.00%	0.00%	30.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	59	57	96.61%	3.39%	49.12%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	164	162	98.78%	1.22%	35.19%
English learners	115	115	100.00%	0.00%	31.30%
Students with disabilities	19	19	100.00%	0.00%	15.79%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	36.36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
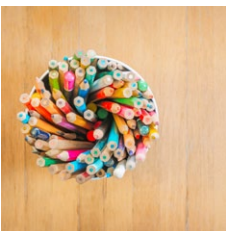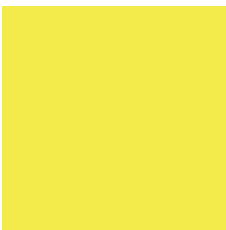
Quality of Textbooks

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

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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	
2019-20 School Year	
Data collection date	9/10/2019

Chatom School Pledge

I pledge today to do my best in

Reading, math, and all the rest.

I promise to obey the rules

In my class and in the school.

I'll respect myself and others, too.

I'll expect the best in all I do.

I am here to learn all I can,

to try my best and be all I am.

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 10, 2019, 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		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance	2016
Mathematics	Eureka Math	2016
Science	Houghton Mifflin	2007
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	2019-20 School Year
Chatom ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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 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.

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 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)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
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	8/26/2019
Date of the most recent completion of the inspection form	8/26/2019

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 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 PTC president, Jameen Mendes, at (209) 484-6347.

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.

School Facilities

Chatom Elementary School was built in 1958. In the summer of 2019, the multipurpose 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.

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 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.

We are Chatom Warriors,
We are number one!
Green and yellow banners,
Waving in the sun!
Chatom is the place for learning and for fun.
We are Chatom Warriors,
We are number one!

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Chatom Union SD	**Chatom ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	26	21	21	19
Without a full credential	2	0	0	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.3
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.2
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.5

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Chatom ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	40	40	40

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 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	2017-18 Fiscal Year	
	Chatom Union SD	**Similar Sized District**
Beginning teacher salary	$49,728	$45,252
Midrange teacher salary	$69,505	$65,210
Highest teacher salary	$96,265	$84,472
Average elementary school principal salary	$119,860	$107,614
Average middle school principal salary	$105,264	$112,242
Superintendent salary	$158,608	$124,686
Teacher salaries: percentage of budget	35%	31%
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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Chatom ES	$8,671	$75,149
Chatom Union SD	$8,671	$73,401
California	$7,507	$64,941
School and district: percentage difference	-0.0%	+2.4%
School and California: percentage difference	+15.5%	+15.7%

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
2017-18 Fiscal Year

Total expenditures per pupil	$11,837
Expenditures per pupil from restricted sources	$3,167
Expenditures per pupil from unrestricted sources	$8,671
Annual average teacher salary	$75,149
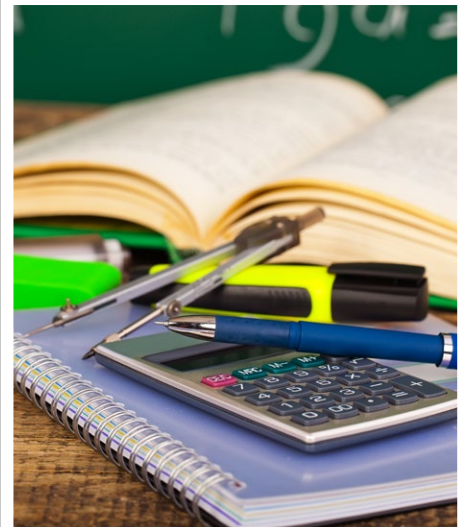
Expenditures Per Pupil

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.