

Joseph Casillas Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

2023-24 School Contact Information

School Name	Joseph Casillas Elementary School
Street	1130 East J Street
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 421-7555
Principal	Nicole Adams-Walker
Email Address	nicole.walker@cvesd.org
School Website	http://chulavistacasillas.ss12.sharpschool.com/
County-District-School (CDS) Code	37680236115646

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Joseph C. Casillas Elementary School will prepare all students to be literate, responsible citizens with an enthusiasm for life-long learning. Through the implementation of a rigorous, standards-based academic program, Casillas students will be prepared to confidently meet the challenges of middle and high school. Essential elements of our school's mission:

- A commitment to the District's vision and values
- Professional development and systematic support are on-going for all staff members.
- High expectations for all learners
- A safe and orderly learning environment.
- A rigorous curriculum is driven by California Content Standards.
- Instructional strategies reflect research-based best practices.
- Multiple sources of data are used to assess each student's progress.
- Technology is used as a tool to support teaching and learning.
- Diversity and cultural sensitivity are celebrated and modeled.
- Strong parent involvement is valued and encouraged.

Casillas School believes that student-based decision-making processes encourage collaboration and meaningful involvement among all stakeholders (parents, staff, students, and community partners). Goodwill and pride in the Casillas School community are rooted in each child's academic, social, and emotional development.

Guided by student achievement data, we will ensure that our academic programs are strong to close achievement gaps between students identified as English only and those in our target groups (English Learners, Socio-economically Disadvantaged, & Special Education students).

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	59
Grade 2	55
Grade 3	61
Grade 4	57
Grade 5	57
Grade 6	62
Total Enrollment	398

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
Asian	3.8%
Black or African American	5.8%
Filipino	7.5%
Hispanic or Latino	58.5%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	9.8%
White	13.1%
English Learners	16.8%
Foster Youth	0.8%
Homeless	1.8%
Socioeconomically Disadvantaged	44.7%
Students with Disabilities	22.6%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	87.90	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	2.60	12.10	106.00	7.66	18854.30	6.86
Total Teaching Positions	21.90	100.00	1383.70	100.00	274759.10	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	93.22	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	1.80	6.78	109.80	7.63	15831.90	5.67
Total Teaching Positions	26.90	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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 teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and other instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Content Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, progress reports and electronic communication.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Classroom space at Joseph Casillas Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Casillas custodial staff performs basic cleaning operations daily.

Classrooms are earthquake ready:

Posted emergency procedures

Disaster backpacks are under teacher desks

Emergency preparedness containers with supplies for 72 hours are provided for each classroom

Copy of classroom emergency cards

Closed cabinets to secure materials

Heating, ventilation and air conditioning equipment is installed to make classroom environments more conducive to learning.

Updated lock systems have been installed in all classrooms to provide a more secure environment.

A panic button and emergency alert system has been installed in the school office.

Year and month of the most recent FIT report

9/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			CR 502: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. Stage: Peeling black paint on backstage // Gas Blower stored in steps
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CR 505: Ceiling Systems : The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus. CFC Section 703.3 Mail room: Ceiling clearance - Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1
Electrical	X			Admin electrical: used for storage - Remove Combustible Storage Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus. CFC,

School Facility Conditions and Planned Improvements

			<p>Section 315.3.3 CR 402: Missing cover plate for electrical outlet Library: Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>CR 601: CFC Section 315.3.1// Storage shall be maintained a minimum 24 inches below the ceiling CFC Section 315.3.1 // All decorative materials all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) CR 604: painty peeling in the RR //</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>Admin electrical: used for storage - Remove Combustible Storage Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus. CFC, Section 315.3.3 CR 202 center room: * Couches and sofas not treated Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited</p>

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School Facility Conditions and Planned Improvements

			<p>material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) CR 405: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. // * Ceramic Floor cleaning recommended CR 503: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. CR 602: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) - Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL13</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>CR 202 center room: * Couches and sofas not treated Decorative Material: In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53	51	54	53	47	46
Mathematics (grades 3-8 and 11)	48	45	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	267	98.16	1.84	50.75
Female	125	122	97.60	2.40	53.72
Male	147	145	98.64	1.36	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	91.67
Black or African American	17	15	88.24	11.76	53.33
Filipino	23	23	100.00	0.00	73.91
Hispanic or Latino	147	146	99.32	0.68	40.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	40.74
White	42	40	95.24	4.76	65.00
English Learners	37	36	97.30	2.70	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	130	97.74	2.26	43.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	12.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	266	98.15	1.85	44.74
Female	124	121	97.58	2.42	46.28
Male	147	145	98.64	1.36	43.45
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	83.33
Black or African American	16	14	87.50	12.50	35.71
Filipino	23	23	100.00	0.00	60.87
Hispanic or Latino	147	146	99.32	0.68	37.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	32.14
White	42	40	95.24	4.76	60.00
English Learners	37	36	97.30	2.70	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	130	97.74	2.26	36.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	63	98.44	1.56	19.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.42	29.41	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	29.41
Female	34	34	100.00	0.00	29.41
Male	34	34	100.00	0.00	29.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	15.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	81.25%	81.25%	81.25%	81.25%	81.25%

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.

2023-24 Opportunities for Parental Involvement

Contact: Principal Nicole Adams Walker
Phone: (619) 421-7555

Parents and the community engagement in supporting our academic goals include (but aren't limited to):

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Family Literacy Nights
- School Messenger System
- Back to School Night
- Classroom Newsletters
- Peachjar Electronic Flyers

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	466	72	15.5
Female	241	218	36	16.5
Male	263	248	36	14.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	0	0.0
Black or African American	36	28	4	14.3
Filipino	36	34	1	2.9
Hispanic or Latino	282	264	54	20.5
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	62	55	8	14.5
White	60	57	5	8.8
English Learners	80	76	14	18.4
Foster Youth	4	3	0	0.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	232	215	41	19.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	112	21	18.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.15	1.19	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0
Female	1.24	0
Male	1.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.67	0
English Learners	2.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.74	0

2023-24 School Safety Plan

The School Safety Plan was presented and approved by the School Site Council on November 30, 2023 and the Board of Education approval date for the CSSP is January 17, 2024.

Regular site emergency drills are conducted on a monthly and/ or quarterly basis (e.g., fire, earthquake, lock-downs, and shelter in place). Additionally, the Raptor visitor management system is in operation at our school, which screens visitors against the Megan's Law database and other states' databases as well. Casillas also participates in six Districtwide Emergency Radio Drills each year.

Student safety and well-being is promoted via multiple activities throughout the school year. In addition, Casillas offers other activities designed to foster teamwork, athletic skills, positive attitudes and self-esteem. Provisions and supplies for emergency evacuations have been obtained and a comprehensive evaluation plan is in place. Playground supervision, drug and alcohol abuse prevention programs, child abuse awareness, and School Safety Patrol also promote student safety. Supportive and alert staff consistently monitors classroom environments to maintain student safety. Parents pick students up at designated areas. Traffic control is provided by the school Safety Patrol, who utilizes the School Resource Officer as a valuable resource.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5		
1	18	1	3	
2	17	2	2	
3	19	1	3	
4	21	1	2	
5	23	1	2	
6	19	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	1	
1	14	5		
2	15	5		
3	21	2	1	1
4	17	2	2	
5	18	2	2	
6	21	2	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4	0	0
1	17	3	0	0
2	17	3	0	0
3	25	2	0	1
4	17	3	0	0
5	18	3	0	0
6	19	3	0	0
Other	11	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,098.49	6,603.22	9,495.27	95,045
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	6.9	10.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	36.1	8.5

Fiscal Year 2022-23 Types of Services Funded

At Casillas, state and federal funds are used to support students to meet California Content Standards (CCS) through a variety of measures. For the 2022-23 school year, monies were used to fund certain part-time classified positions (e.g., EL Instructional Aide, IA Behavioral Specialist, Noon Duty, VAPA Media Arts Teacher). In addition, a Library Media Technician position was also funded by the district to support the students with selecting appropriate reading material and to maximize the services of the Library Media Center. Additional psychologist time was also funded by the District to support the needs of our special education students, as well as general education students who needed extra support. Finally, supplemental professional development, materials, and technology were purchased to support the school focus of ELA instruction.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

Each year, a variety of professional improvement activities are provided for teachers, instructional support staff, custodians, secretaries, and other employees. Activities reflect the school's goals/ objectives and are part of Casillas' School Plan for Student Achievement.

Casillas' grade level teams have approximately 2.5 hours of collaboration time (during the school day) each month. Collaboration is also provided in 1 hour increments on multiple Friday afternoons (after school) each quarter. During collaboration sessions, grade level teams look at student work, analyze data, and plan their next instructional steps based on their findings. District coordinators are available to all grade level teams during collaboration sessions.

- 1) 2019-20 PD: Data Analysis, Social-Emotional Learning, Collaborative Conversations & Discussions, Intentional Questioning, Learning Intentions, Success Criteria, Achieve 3000, Smarty Ants, Illuminate, ELPAC
- 2) 2020-21 PD: Data Analysis, Social-Emotional Learning, Collaborative Conversations & Discussions, Teacher Collective & Student Efficacy, Success Criteria- General & Math, Achieve 3000, Smarty Ants, Illuminate, ELPAC
- 3) 2021-22 PD: Data Analysis, Math: iReady, Achieve 3000, Smarty Ants, Collaborative Conversations & Discussions/Language Frames, ELPAC
1. 4.) 2022-23 PD: Data Analysis, Math: iReady, Achieve 3000, Smarty Ants, Collaborative Conversations & Discussions/Language Frames, ELPAC

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4		