

Wolf Canyon 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	Wolf Canyon Elementary School
Street	1950 Wolf Canyon Loop
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 482-8877
Principal	Robert Pollack
Email Address	robert.pollack@cvesd.org
School Website	https://wolfcanyon.cvesd.org/
County-District-School (CDS) Code	37-68023-0114009

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

School Description

Wolf Canyon Elementary was the 44th school in the Chula Vista Elementary School District. The school opened its doors in July 2007. Each of its four academic buildings has eight classrooms with a workroom in the center hallway. In 2010, the school added 2 portable units with a total of 6 classes. It is a public school with a private school feel, accented with covered walkways and graceful arches inspired by famed San Diego architect Irving Gill. Eye-catching exteriors complement the energy-efficient and sustainable processes occurring within, making this attractive public school also one of California's greenest.

Wolf Canyon Elementary School has a focus on the Fine Arts, Science, and Technology (FAST), and seeks to apply the California Common Core Standards through innovative instruction that integrates curriculum and student learning to the vast world of mass communication. Challenging students with the task of establishing a deeper connection to and purpose for learning is central to the vision of the Wolf Canyon school mission. The ultimate goal of Wolf Canyon Elementary School is to encourage learning-in-action through science and technology and explore exciting new ways to support student achievement through the arts.

Mission

The mission of Wolf Canyon Elementary School is to provide an educational experience for all children that promotes academic excellence, social responsibility, emotional strength, physical vitality, and above all else a love for learning. Wolf Canyon Elementary believes that a complete education involves the mind and the heart.

Wolf Canyon's slogan is "Responding to the Call of Excellence for All!"

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	104
Grade 2	114
Grade 3	116
Grade 4	119
Grade 5	130
Grade 6	126
Total Enrollment	833

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.1%
Asian	6.2%
Black or African American	11.6%
Filipino	24%
Hispanic or Latino	36.5%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	8.9%
White	10.9%
English Learners	14.5%
Homeless	0.8%
Socioeconomically Disadvantaged	20.9%
Students with Disabilities	15.2%

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)	37.80	95.89	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)	1.00	2.54	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	0.60	1.57	106.00	7.66	18854.30	6.86
Total Teaching Positions	39.40	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)	39.10	96.81	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)	1.00	2.47	33.90	2.36	11953.10	4.28
Unknown	0.20	0.69	109.80	7.63	15831.90	5.67
Total Teaching Positions	40.40	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	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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 instructional materials are based on recommendations by committees of our District’s school staff 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 Common Core 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, report cards, 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

Wolf Canyon Elementary School's enrollment is consistently in flux due to the opening of new schools and new housing developments in the area around the school. This impacts the number of classrooms being used in a given year.

The Chula Vista Elementary School District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The Wolf Canyon custodial staff performs basic cleaning maintenance operations daily. Campus inspections are held monthly with the site custodians and the school principal to review any potential safety, maintenance or facility concerns.

The school site at Wolf Canyon Elementary School currently has 4 outside entry areas including the office entrance. There are 2 vehicle entrances into separate parking lots and drop-off/pick-up zones. There are locked gates between the parking lots and the playground.

Year and month of the most recent FIT report

11/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 505 Kinder: door window frame rusted // *** Broken CO2 /AC sensor (next to thermostat) // Electric outlet loose behind door. // Carpet stains
Interior: Interior Surfaces		X		300 Work Rooms: file cabinets not secured, // countertop laminate damaged // Cabinet doors Trim molding coming unglued , carpets really bad 302 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt., rear door not closing properly 303 CR: 1 stained ceiling tile // document camera faceplate missing // IT box missing plate // Wet area floor is stained with white spots.. 308 CR: Pencil sharpener cover missing // Missing cover base next to sink // Door Mechanism leaking (back door) // Ceiling tile stained // * Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected 400 Work Room: Carpet Stains // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 //Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a

School Facility Conditions and Planned Improvements

minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room.

CFC Section 604.3

403

CR: * Wax build-up on floor – needs to be stripped and sealed (do not apply wax) by sink // Caulking needed in back slash on counter sink * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats

405

CR: Projector screen will not stay down, pencil sharpener broken, short blinds - 1 slat missing // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1

501

CR: 1 stained ceiling tile.

503

CR: stained ceiling tile // Door leading to work room not latching // Pencil sharpener broken (remove or repalce).

506

Kinder: Fabric on the walls- * Untreated fabric on walls (proof of fire retardant treatment) // * Wax build-up on cove base – needs to be stripped and sealed (do not apply wax)

509

Small Group: Broken tile

510

Small Group: stain on ceiling tile // 1 ceiling tile damaged //Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1

600 Boys RR: Wall has a large crack in drywall // trim on bottom of partion loose // floor dirty - *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // broken soap dispenser // broken toilet seat //

600 Work Rooms: cabinet molding coming unglued, file cabinets not secured, wall damaged

602

CR: Entry floor tiles cracked and lifting // 1 light out // 1 ceiling tile stained // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1

608

School Facility Conditions and Planned Improvements

		<p>CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>702 CR: Damaged ceiling tile // Covebase damage // Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard)</p> <p>705 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Admin: Carpet dirty/stained // * Wax finishing is worn down / crusted - * Vinyl Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats //</p> <p>Conference: Holes in tackboard // Sagging tile next to the projector mount</p> <p>Copy Center: carpet stains // sagging tiles</p> <p>Health Office: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // * Wax build-up on cove base – needs to be stripped and sealed (do not apply wax) // Sagging tile above desk</p> <p>Lounge: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>	<p>300 Boy's RR: dirty walls // doors and floors // cobwebs // urinals slow to drain // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>300 Girl's RR: 4 light diffusers dirty // dirty floors and doors // walls damaged // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or</p>

School Facility Conditions and Planned Improvements

Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)
 302
 CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt., rear door not closing properly
 407
 CR: drinking fountain low pressure , broken electrical outlet cover // HDMI port loose missing electrical cover // Soap dispenser is broken (needs new cover)
 408
 CR: Pencil sharpener broken (remove or replace) // Threshold plate very dirty and wax built-up on edges
 505/506
 Boy's RR: Stained wall grout // Wall damaged around sink // Door will not stay open - Rubber foot on door holder is worn out need replacement // Bathroom smells // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)
 505/506
 Storage: Completely full - no access
 507
 Kinder: Cover Plate
 Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers.
 CFC Section 604.6 // cobwebs above cabinets
 507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts
 507/508
 Girl's RR: 1 light out // handicap rails dirty *Terrazzo Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze least 3 coats, do not apply wax (I-Shine)
 600 Boys RR: Wall has a large crack in drywall // trim on bottom of partition loose // floor dirty - *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // broken soap dispenser // broken toilet seat //
 600 Girl's RR: Bottom trim of partition loose // broken soap dispenser // 1 light fixture out // // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with

School Facility Conditions and Planned Improvements

		<p>On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) 600 Staff RR: vent dirty // holes in door // * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats 606/605 Right RR: Exit door next to 605 sticks on door sill // * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // water stain on acrylic cover of ceiling lamp 703 CR: stained carpet, door skin delaminating, ceiling tile sagging/ // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) 706 CR: wall vent dirty // door is dirty and delaminating // file cabinet not secured // Window blind broken Media Center Girl's RR: *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) MP Boy's RR: cobwebs // water pressure on toilet too high // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) MP: Safety light out by kitchen // stains in carpet, tile on both sides of stage bad - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // RR with YMCA/CC: Wall has grout stains // ceiling access panel not closed all the way // Bathroom cobwebs // stains on walls // broken electrical door plate // 30 blind slats missing // stained ceiling tiles outside RR</p>
<p>Electrical</p>	<p>X</p>	<p>301 CR: Missing blinds slats // IT box cover missing // Broken pencil sharpener (remove or replace). 303 CR: 1 stained ceiling tile // document camera faceplate missing // IT box missing plate // Wet area floor is stained with white spots.. 304 CR: Fabric on the walls- * Untreated fabric on walls (proof of fire retardant treatment) // Electrical cover plate loose under teacher desk 305 CR: 1 light fixture not working // pencil sharpener cover missing // poster paper tape to blind slats // IT Box Cover Missing next to back door Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel</p>

School Facility Conditions and Planned Improvements

spacers. Install/Repair electrical cover plates and panel spacers.
CFC Section 604.6
306
CR: Back door does not close properly, rubbing doorsill // Cover Plate
Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers.
CFC Section 604.6
307
CR: Door rubs at the top - doesn't shut all the way // Broken pencil sharpener (remove or replace) //IT Box loose from wall (next to backdoor) //Cover Plate
Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers.
CFC Section 604.6
402
CR: IT cover missing by interior door // 2 blind slats missing // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc.
CFC 604.1.1
406
CR: Light switch has a short and clicks when lights are turn on or off // One light fixture does not turn off // Pencil sharpener broken (remove or replace)
407
CR: drinking fountain low pressure , broken electrical outlet cover // HDMI port loose missing electrical cover // Soap dispenser is broken (needs new cover)
500 Electrical (External): some storage // Stuff located against threat unit // Provide Clearance for Electrical Panel
A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.
1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room.
CFC Section 604.3
505
Kinder: door window frame rusted // *** Broken CO2 /AC sensor (next to thermostat) // Electric outlet loose behind door. // Carpet stains
507
Kinder: Cover Plate
Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers.
CFC Section 604.6 // cobwebs above cabinets
507/508

School Facility Conditions and Planned Improvements

			<p>Girl's RR: 1 light out // handicap rails dirty *Terrazzo Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze least 3 coats, do not apply wax (I-Shine)</p> <p>601</p> <p>CR: IT Box fell out of wall // Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment)</p> <p>602</p> <p>CR: Entry floor tiles cracked and lifting // 1 light out // 1 ceiling tile stained // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1</p> <p>606/605</p> <p>Right RR: Exit door next to 605 sticks on door sill // * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // water stain on acrylic cover of ceiling lamp</p> <p>607/608 Storage: No lights</p> <p>Library/Media Center: Missing Weather strip on all doors (torn) // Electrical outlet not working next to the thermostat // Thermostat is loose from wall // * Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected</p> <p>Media Center Girl's RR: *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>MP: Safety light out by kitchen // stains in carpet, tile on both sides of stage bad - * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // RR with</p> <p>Stage Custodian Storage: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>403</p> <p>CR: * Wax build-up on floor – needs to be stripped and sealed (do not apply wax) by sink // Caulking needed in back slash on counter sink * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>406</p> <p>CR: Light switch has a short and clicks when lights are turn on or off // One light fixture does not turn off // Pencil sharpener broken (remove or replace)</p> <p>407</p>

School Facility Conditions and Planned Improvements

			<p>CR: drinking fountain low pressure , broken electrical outlet cover // HDMI port loose missing electrical cover // Soap dispenser is broken (needs new cover) 503</p> <p>CR: stained ceiling tile // Door leading to work room not latching // Pencil sharpener broken (remove or repalce).</p> <p>600 Boys RR: Wall has a large crack in drywall // trim on bottom of partion loose // floor dirty - *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // broken soap dispenser // broken toilet seat //</p> <p>600 Girl's RR: Bottom trim of partition loose // broken soap dispenser // 1 light fixture out // // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>605/606 Kinder Playground:</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>304 CR: Fabric on the walls- * Untreated fabric on walls (proof of fire retardant treatment) // Electrical cover plate loose under teacher desk 400 Electrical (Exterior): Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 400 Work Room: Carpet Stains // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 //Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 401 CR: 3 blind slats missing //Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 402 CR: IT cover missing by interior door // 2 blind slats mmissing // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 405 CR: Projector screen will not stay down, pencil sharpener broken, short blinds - 1 slat missing //</p>

Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 500 Electrical (External): some storage // Stuff located against threat unit // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 500 Storage: Fire extinguisher falling off wall, attic access door open. 504 CR: 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 3.08 506 Kinder: Fabric on the walls- * Untreated fabric on walls (proof of fire retardant treatment) // * Wax build-up on cove base – needs to be stripped and sealed (do not apply wax) 509 Kidco: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 510 Small Group: stain on ceiling tile // 1 ceiling tile damaged //Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 600 Electrical (Exterior): Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be

School Facility Conditions and Planned Improvements

maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 601 CR: IT Box fell out of wall // Fabric on the walls - * Untreated fabric on walls (proof of fire retardant treatment) 602 CR: Entry floor tiles cracked and lifting // 1 light out // 1 ceiling tile stained // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CFC 604.1.1 701 CR: file cabinet not secured // Fabric on walls - * Untreated fabric on walls (proof of fire retardant treatment) // Sink counter is stained // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) 703 CR: stained carpet, door skin delaminating, ceiling tile sagging/ // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) Admin Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Admin Signal FACP: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Admin Storage: storage racks and file cabinets not secured // Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Stage Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // lights out // paint under panels Stage Fire Riser: roof access

School Facility Conditions and Planned Improvements

			blocked // being used as storage Work Room: Ceiling clearance Storage shall be maintained a minimum 24 inches below the ceiling in
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>306 CR: Back door does not close properly, rubbing doorsill // Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p> <p>307 CR: Door rubs at the top - doesn't shut all the way // Broken pencil sharpener (remove or replace) //IT Box loose from wall (next to backdoor) //Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p> <p>308 CR: Pencil sharpener cover missing // Missing cover base next to sink // Door Mechanism leaking (back door) // Ceiling tile stained // * Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected</p> <p>503 CR: stained ceiling tile // Door leading to work room not latching // Pencil sharpener broken (remove or repalce).</p> <p>505 Kinder: door window frame rusted // *** Broken CO2 /AC sensor (next to thermostat) // Electric outlet loose behind door. // Carpet stains</p> <p>507/508 Kinder Playtoy: cobwebs; wood chips all over on playtoy; spiral slide drop more than 12", upper panel missing bolts</p> <p>600 Custodian: damage on wall by floor basin/water damage</p> <p>600 Staff RR: vent dirty // holes in door // * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>605 CR: Back door handle is getting stucked // Street door hard to close (swells with temperature) // Cobwebs</p> <p>607/608 Boy's RR: vent dirty; door does not close properly // * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>607/608 Girl's RR: * Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper</p>

School Facility Conditions and Planned Improvements

			<p>(Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats 608</p> <p>CR: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>703 CR: stained carpet, door skin delaminating, ceiling tile sagging/ // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard)</p> <p>704 CR: dirty windows // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) //</p> <p>706 CR: wall vent dirty // door is dirty and delaminating // file cabinet not secured // Window blind broken</p> <p>Library/Media Center: Missing Weather strip on all doors (torn) // Electrical outlet not working next to the thermostat // Thermostat is loose from wall // * Regular extension in use (fire and safety concern - per district policy items are not allowed) it needs to be power surge protected</p> <p>Play Toy: all slide drops more than 12", cobwebs, rubber mat showing by slide seams are separating on circle slide, cracking center slide.</p> <p>YMCA/CC: Wall has grout stains // ceiling access panel not closed all the way // Bathroom cobwebs // stains on walls // broken electrical door plate // 30 blind slats missing // stained ceiling tiles outside RR</p>
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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)	71	69	54	53	47	46
Mathematics (grades 3-8 and 11)	66	67	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	514	499	97.08	2.92	68.94
Female	253	246	97.23	2.77	71.14
Male	261	253	96.93	3.07	66.80
American Indian or Alaska Native	--	--	--	--	--
Asian	36	34	94.44	5.56	85.29
Black or African American	56	55	98.21	1.79	50.91
Filipino	131	130	99.24	0.76	86.15
Hispanic or Latino	188	178	94.68	5.32	57.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	46	97.87	2.13	65.22
White	50	50	100.00	0.00	78.00
English Learners	61	56	91.80	8.20	37.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	113	95.76	4.24	46.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	75	88.24	11.76	34.67

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	514	501	97.47	2.53	67.27
Female	253	247	97.63	2.37	64.37
Male	261	254	97.32	2.68	70.08
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	83.33
Black or African American	56	55	98.21	1.79	49.09
Filipino	131	130	99.24	0.76	87.69
Hispanic or Latino	188	178	94.68	5.32	57.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	46	97.87	2.13	58.70
White	50	50	100.00	0.00	70.00
English Learners	61	58	95.08	4.92	41.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	113	95.76	4.24	46.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	75	88.24	11.76	37.33

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)	49.61	60.47	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	134	129	96.27	3.73	60.47
Female	64	63	98.44	1.56	60.32
Male	70	66	94.29	5.71	60.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	33.33
Filipino	36	35	97.22	2.78	77.14
Hispanic or Latino	50	46	92.00	8.00	52.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	50.00
White	13	13	100.00	0.00	84.62
English Learners	13	11	84.62	15.38	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	17	77.27	22.73	35.29

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	87.31%	90.30%	90.30%	84.33%	90.30%

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

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum, and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parent participation and involvement are some of the best ways you can ensure your child's success. Key committees where parents can be involved include:

ELAC – English Learner Advisory Committee provides input into the development of the School Plan for Student Achievement as it pertains to meeting the educational needs of English Language Learners.

PTA – Parent-Teacher Association is an organization that exists to promote student achievement, parent involvement, and teacher and staff support.

SSC – School Site Council develops, implements, monitors, and evaluates the School Plan for Student Achievement by Federal and State laws, and District policy.

Safety Committee - Staff, Parents, and Law Enforcement provide guidance and support for the Safe Schools Plan and are responsible for reviewing and updating the goals for this plan each year.

MTSS Committee: Parents are encouraged to serve on the Multi-Tiered Systems of Support committee. This group examines school behavioral data, evaluates the tools used to support Social Emotional Learning, and gives feedback to the site.

There are many opportunities to volunteer at school. Volunteers are expected to attend a brief in-service at the beginning of each school year and all volunteers must sign a Volunteer Agreement form. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB skin test result filed in the school office, and a completed background check through the district office. Arrangements for visiting or volunteering in a classroom are to be made with the teacher in advance. Contact us at (619) 482-8877 to get involved.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	942	917	159	17.3
Female	461	446	70	15.7
Male	481	471	89	18.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	57	57	3	5.3
Black or African American	112	111	14	12.6
Filipino	213	209	32	15.3
Hispanic or Latino	350	336	82	24.4
Native Hawaiian or Pacific Islander	10	10	1	10.0
Two or More Races	93	89	12	13.5
White	100	98	15	15.3
English Learners	141	136	31	22.8
Foster Youth	3	3	1	33.3
Homeless	12	11	7	63.6
Socioeconomically Disadvantaged	218	214	66	30.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	148	143	39	27.3

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	0.10	0.10	0.85	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	0.85	0
Female	0.43	0
Male	1.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.89	0
Filipino	1.88	0
Hispanic or Latino	0.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.68	0

2023-24 School Safety Plan

Student safety, well-being, and self-esteem are promoted by activities including lockdown, emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Adolescent Growth Education, child abuse awareness, and a School Safety Patrol. Our teachers have also developed a student-led leadership program called, "Wolf Canyon Student Ambassadors." This group is responsible for providing support to students during morning arrival. The school admin team meets regularly with the custodial team to do school walkthroughs to identify any major safety issues. Site admins also do weekly perimeter checks to continually ensure that all facilities are secure.

To ensure a safe campus Wolf Canyon Elementary School is a closed campus. All students must report to the front office before leaving early or when returning to campus. All visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours. Wolf Canyon has the benefit of the entire community looking out for the safety of our students. The Wolf Canyon School Community embodies the idea that "It takes an entire village to raise a child." Families keep a close eye on the school after school hours and on weekends. Many community groups and after-school programs use the campus for positive activities. The School Site Council approved the School Safety Plan on October 16, 2023, and the Board of Education approval date is January 17, 2024.

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	19	3	6	
1	21	1	5	
2	19	1	5	
3	22	1	5	
4	21	2	4	
5	26	1	4	
6	26	1	4	

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	21	1	7	
1	21	1	5	
2	21	1	5	
3	21	1	5	
4	22	2	4	
5	25	1	4	
6	25	1	4	

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	18	6	1	0
1	18	6	0	0
2	21	3	3	0
3	19	1	5	0
4	24	1	4	0
5	26	1	4	0
6	25	1	4	0
Other	0	0	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	1666

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	0.9

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	12,187.36	4,763.42	7,423.94	81,905
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-17.7	-4.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	11.8	-6.3

Fiscal Year 2022-23 Types of Services Funded

The following programs and supplemental services are provided at Wolf Canyon Elementary School through LCAP funds or other sources of funding: One full-time music teacher, one full-time art teacher, one full-time ELIA who supports all of our English Learners, one part-time technology maintenance person, an additional 6 hours per week to support more library personnel time, a Library Media Tech to support our library, a part-time intervention teacher with a focus on math support for our striving mathematicians. After-school tutoring for all grades K-6 with an opportunity to support up to 20 striving students per grade level.

In addition, the school budget supports the following technology programs: RazKids, Reading A-Z, and Accelerated Reader, Scholastic subscriptions. Professional development is provided for grade-level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

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

The professional development plan for Wolf Canyon for 2023-2024 is as follows:

- Continue the work with the Social Emotional Learning implementation of Sanford Harmony, restorative practices, daily community circles, the Zone of Regulation, and the use of Inner Explorer.
- Professional development is strategically aligned with Wolf Canyon's school-wide focus and is also aligned with CVESD's focus on Equity, Literacy, and Teacher Clarity across all content areas.
- Wolf Canyon continues to support all learners, but specifically English Learners with GLAD, ELD standards, and an aligned designated and integrated ELD program.
- Visible Learning concepts-Learning Intentions & Success Criteria
- Implementation of iReady math diagnostic, Smarty Ants, and Achieve
- Additional PD in the area of writing with San Diego Area Writing Project.
- Revisiting the purpose of our ILT
- Grounding our work with High Impact Language Strategies

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	14	17	17