Chatom Union School District

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

CHATOM
UNION SCHOOL DISTRICT
Learn. Lead. Succeed.

SARC

2023-24

School Accountability
Report Card
Published in 2024-25

Chatom Elementary School

Grades TK-5
CDS Code 50-71050-6052484

Sara Cruz, Principal
scruz@chatom.k12.ca.us

7221 Clayton Road
Turlock, CA 95380
(209) 664-8500

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

CHATOM
ELEMENTARY

Warriors today, leaders tomorrow!

Principal's Message

Chatom Elementary School is located west of Turlock in a rural agricultural area, surrounded by orchards, dairies and cornfields. We offer a rigorous academic program designed to meet state standards while encouraging students to think creatively and develop problem-solving skills. With full-day kindergarten and transitional kindergarten, our students receive a high-quality, college preparatory education.

The involvement of our parents and community is key to our students' success. We provide a safe and positive learning environment that lays a solid academic foundation. Our close-knit staff collaborates regularly to address student needs and continuously improve through professional development. At Chatom, student safety is our top priority, and we expect all students to conduct themselves responsibly, demonstrating courtesy and respect for individuals and property.

We are proud of our after-school programs, which offer homework assistance, academic intervention and enrichment electives. Current enrichment options include Warrior Leadership, Career Exploration Club, Cooking, Arts & Crafts, Storytelling and Gardening.

Our dedicated staff includes highly qualified teachers, a reading and writing support teacher for literacy remediation, and a physical education specialist for grades 3-5. Together, we foster a learning community characterized by child-centered instruction, academic excellence, trust, respect, community involvement, effective communication and recognition of both student and staff achievements.

Chatom is committed to collaborating with you to develop and implement our shared vision. As we move forward this school year, we aim to create a nurturing, disciplined, and challenging environment where all students can thrive and become responsible members of society. We take pride in our school community and believe that "we are all in this together!" By working as a team, we can offer the best to our children. Our school's success relies on your support!

School Mission Statement

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

School Vision Statement

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

Parental Involvement

Chatom Elementary School students thrive when parents and teachers work in partnership to actively support learning. During our monthly Student of the Month assemblies, parents are invited to celebrate their child's achievements and receive awards alongside them. We aim to honor parents for their efforts in fostering a love of learning in their children.

We encourage all parents to join Chatom's Parent Teacher Club (PTC), which hosts our major annual fundraiser, the Halloween Carnival. This event enjoys strong support from both parents and the community. All three schools in the district benefit from high parent participation and the proceeds from this fundraiser. In addition to the carnival, the PTC sponsors various activities such as the Santa Movie Night, Fly It Day and the Easter Egg Hunt.

The School Site Council (SSC) provides a collaborative space for parents and staff to advise on categorical programs and develop the annual site plan. The English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) offer further opportunities for parents of English learners to engage. Our monthly Family Literacy Nights invite parents to learn how to help their children become strategic, passionate, lifelong readers and writers. Parents are also welcome to participate in report card conferences, classroom projects, field trips, Back to School Night, Open House and as classroom volunteers.

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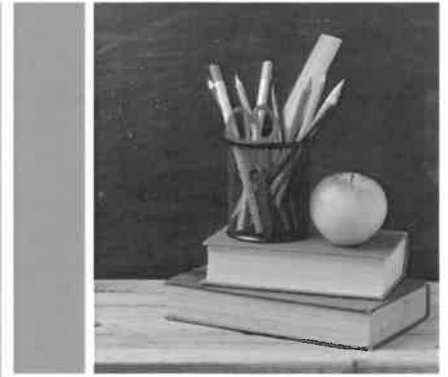
School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

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

Governing Board

Anthony Avila, Board President

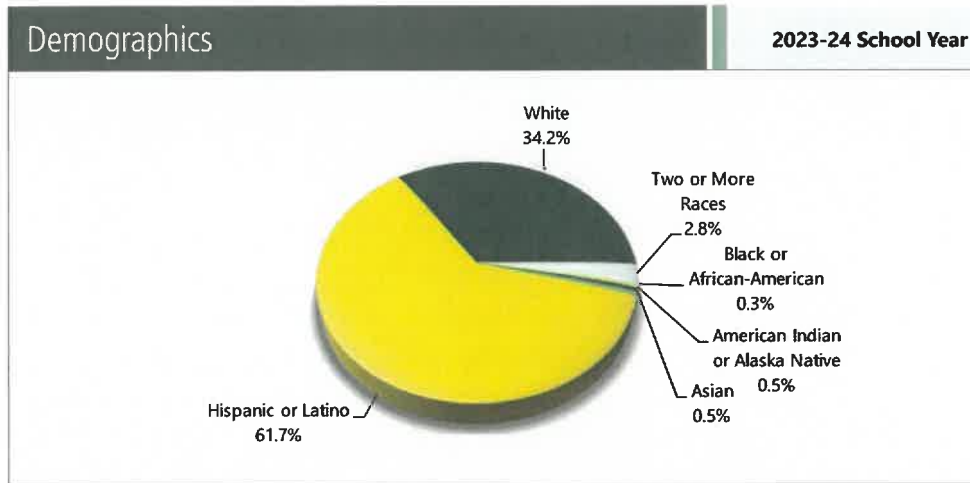Alison Carvalho, Board Clerk

Steve Soderstrom, Trustee Representative

Dr. Rob Santos, Board Member
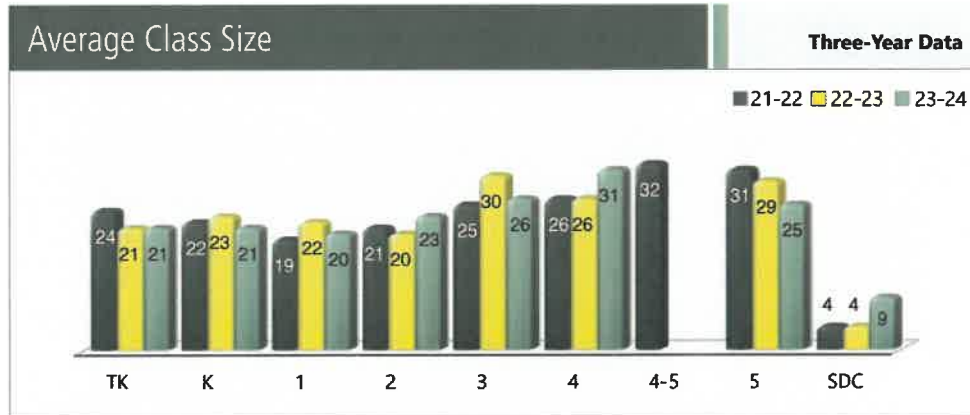
Karen Macedo, Board Member

Enrollment by Student Group

The total enrollment at the school was 386 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2023-24 School Year

White 34.2%
Two or More Races 2.8%
Black or African-American 0.3%
American Indian or Alaska Native 0.5%
Asian 0.5%
Hispanic or Latino 61.7%

Class Size Distribution

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

Average Class Size — Three-Year Data

■ 21-22 ▢ 22-23 ■ 23-24

	TK	K	1	2	3	4	4-5	5	SDC
21-22	24	22	19	21	25	26	32	31	4
22-23	21	23	22	20	30	26		29	4
23-24	21	21	20	23	26	31		25	9

Number of Classrooms by Size — Three-Year Data

Grade	2021-22			2022-23			2023-24		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1		1	1		1	1	
K	1	2			2		1	2	
1	2	1			3		2		
2	1	2		2	1			3	
3		2			2			2	
4		2			2			2	
4-5		1							
5		1			2			2	
SDC	1			1			1		

Enrollment by Student Group

Demographics — 2023-24 School Year

	2023-24 School Year
Female	51.30%
Male	48.70%
Non-Binary	0.00%
English learners	40.40%
Foster youth	0.00%
Homeless	7.80%
Migrant	1.00%
Socioeconomically Disadvantaged	66.30%
Students with Disabilities	8.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade

Grade	Enrollment
K	87
1	67
2	60
3	63
4	51
5	58
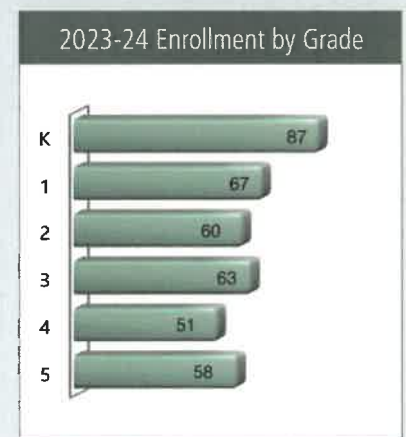
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	Chatom ES			Chatom Union SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	1.90%	2.40%	2.40%	2.90%	3.40%	5.10%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	2.40%	0.00%
Female	0.50%	0.00%
Male	4.40%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	9.10%	0.00%
White	3.00%	0.00%
English Learners	1.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.80%	0.00%
Socioeconomically Disadvantaged	3.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.80%	0.00%

Professional Development

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

In addition to Wednesday professional development and grade-level collaboration, additional professional development is scheduled with representatives from Stanislaus County Office of Education for literacy and mathematics.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2022-23	40
2023-24	39
2024-25	41

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test				2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
Grade	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2023-24 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	412	390	28	7.20%
Female	209	202	14	6.90%
Male	203	188	14	7.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	261	248	18	7.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	11	11	1	9.10%
White	132	125	8	6.40%
English Learners	169	162	9	5.60%
Foster Youth	0	0	0	0.00%
Homeless	34	30	1	3.30%
Socioeconomically Disadvantaged	290	275	25	9.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	42	38	1	2.60%

Types of Services Funded

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).

CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Chatom ES		**Chatom Union SD**		**California**	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	8.33%	20.69%	14.84%	19.81%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Chatom ES		**Chatom Union SD**		**California**	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	33%	39%	34%	40%	46%	47%
Mathematics	39%	52%	31%	34%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	58	58	100.00%	0.00%	20.69%
Female	36	36	100.00%	0.00%	25.00%
Male	22	22	100.00%	0.00%	13.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	41	100.00%	0.00%	14.63%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	42.86%
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	42	42	100.00%	0.00%	11.90%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	173	170	98.27%	1.73%	38.82%
Female	96	96	100.00%	0.00%	46.88%
Male	77	74	96.10%	3.90%	28.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	115	112	97.39%	2.61%	32.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	51	51	100.00%	0.00%	50.98%
English Learners	73	70	95.89%	4.11%	18.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	122	119	97.54%	2.46%	30.25%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	13.33%

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

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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	173	173	100.00%	0.00%	52.02%
Female	96	96	100.00%	0.00%	57.29%
Male	77	77	100.00%	0.00%	45.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	115	115	100.00%	0.00%	46.96%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	51	51	100.00%	0.00%	62.75%
English Learners	73	73	100.00%	0.00%	36.99%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	122	122	100.00%	0.00%	43.44%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	6.67%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
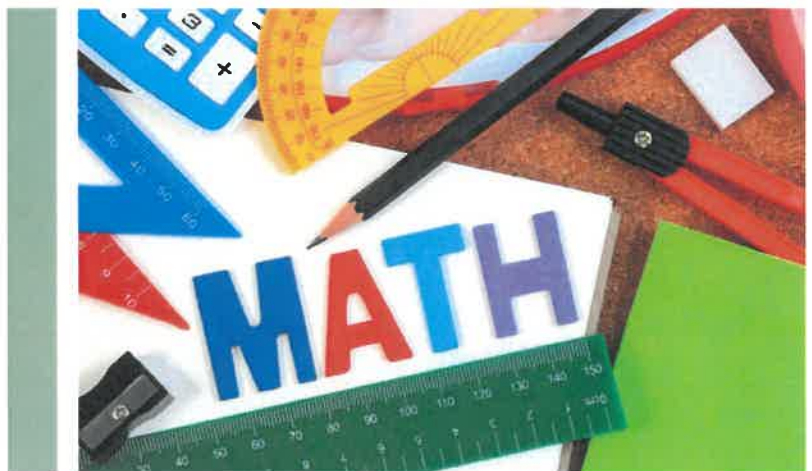
Textbooks and Instructional Materials

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

A public hearing was held on September 10, 2024, where a resolution was passed stating that the Chatom Union School District has sufficient textbooks and instructional materials aligned to the academic content standards.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance	2016
Mathematics	Eureka Math	2016
Science	Amplify	2020
History/social science	Scott Foresman	2006

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	2024-25 School Year
Chatom ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Quality of Textbooks

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

Quality of Textbooks	
2024-25 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

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

Currency of Textbooks	
2024-25 School Year	
Data collection date	9/10/2024

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

✧ Not applicable.

School Facility Good Repair Status
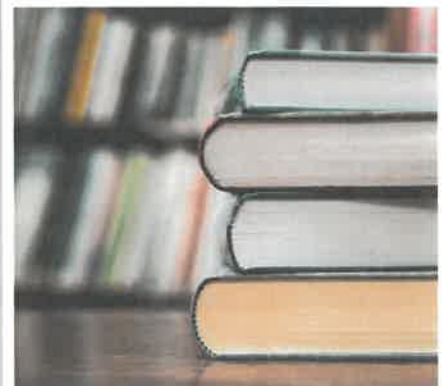
The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2024-25 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	8/29/2024

School Safety

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

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

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

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

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

Environmental design: Site architectural plans note environmental design components.

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

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

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

Lockers: Lockers are not provided.

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

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

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

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

The safety plan will be formally revised with input from the District Safety Committee in February 2025.

School Facilities

Chatom Elementary School was established in 1958. In the summer of 2019, significant renovations were made to the multipurpose room, including roof replacement, dry rot removal, new flooring and painting. The classroom wings also underwent dry rot removal, exterior painting and several classrooms received new carpeting. In 2018, the computer lab was upgraded with new desktop computers, one wing was reroofed, the K-2 blacktop was replaced, and a pedestrian walkway was completed. The multipurpose room's roof was replaced in the summer of 2014.

In 2021, we replaced the blacktop on the intermediate side of the campus to enhance our physical education program, and we upgraded the HVAC system to improve ventilation. Most recently, in August 2023, just before the start of the school year, our parking lot's asphalt was replaced, sealed and restriped.

This school year, we are excited to add an additional Expanded Learning Opportunities Program (ELOP) classroom, a shade structure for the primary playground, and we are restructuring the entrance to the office along with the addition of a fence for enhanced safety.

Our campus features 26 classrooms, a multipurpose room, a library, a computer lab, and specialized rooms for staff development/collaboration, the after-school ELOP program, reading/writing intervention, speech therapy and resource services. The Chatom State Preschool and Chatom Union School District offices are also located on-site.

To ensure a clean and well-maintained environment, our campus is managed by two full-time custodians, one part-time custodian, and a maintenance staff member, who work diligently from early morning until late at night.

The Chatom Union School District is a grantee of the After-School Education & Safety Program. We have clear procedures for handling emergencies, which are routinely practiced, and staff members are trained in our discipline policies.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

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

Teacher Preparation and Placement — 2021-22 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.3	94.3%	23.4	92.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	1.0	5.8%	2.0	7.9%	15,831.9	5.7%
Total Teaching Positions	17.3	100.0%	25.4	100.0%	279,044.8	100.0%

Teacher Preparation and Placement — 2022-23 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	94.3%	23.4	91.5%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	5.7%	1.0	3.9%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	1.0	3.9%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.1	0.6%	14,303.8	5.2%
Total Teaching Positions	17.6	100.0%	25.6	100.0%	277,697.8	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Three-Year Data		
Authorization/Assignment	**2020-21**	**2021-22**	**2022-23**
Permits and Waiver	1.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0	0.0
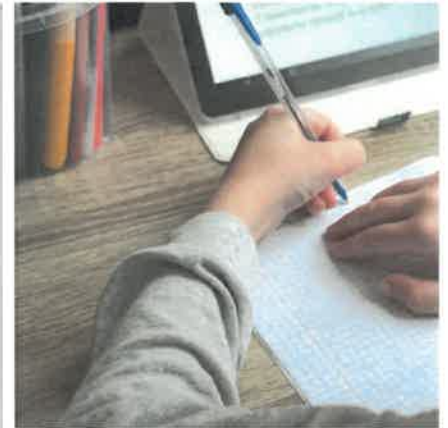
Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Three-Year Data		
Indicator	**2020-21**	**2021-22**	**2022-23**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Three-Year Data		
Indicator	**2020-21**	**2021-22**	**2022-23**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	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%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

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

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-24 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.750
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.750
Psychologist	0.750
Social worker	0.000
Nurse	0.575
Speech/language/hearing specialist	0.400
Resource specialist (nonteaching)	0.500
Other	**FTE**
Physical Education Teacher	0.400
Intervention Specialist	0.600
Computer Lab Technician	0.625
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2022-23 Fiscal Year
	Chatom Union SD	**Similar Sized District**
Beginning teacher salary	◈	$51,351
Midrange teacher salary	◈	$80,424
Highest teacher salary	◈	$103,442
Average elementary school principal salary	◈	$124,851
Average middle school principal salary	◈	$135,030
Superintendent salary	◈	$145,236
Teacher salaries: percentage of budget	27.00%	26.17%
Administrative salaries: percentage of budget	8.00%	6.29%

Financial Data Comparison

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

Financial Data Comparison		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Chatom ES	$10,489	$81,814
Chatom Union SD	$10,495	$82,538
California	$10,771	$79,413
School and district: percentage difference	-0.0%	-0.9%
School and California: percentage difference	-2.6%	+3.0%

◈ Information is not available at this time.

School Financial Data

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

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	$16,361
Expenditures per pupil from restricted sources	$5,871
Expenditures per pupil from unrestricted sources	$10,489
Annual average teacher salary	$81,814
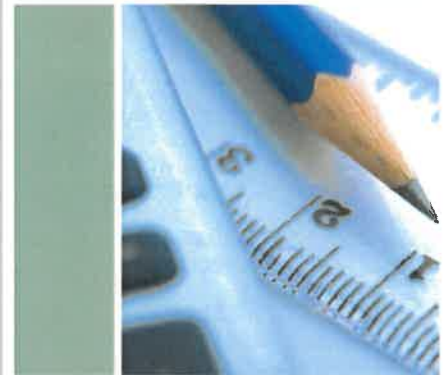
Expenditures Per Pupil

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