



Chatom Elementary School

7221 Clayton Road Turlock, CA 95380 ▪ <https://www.chatom.k12.ca.us/schools/chatom-elementary-school/>

Sara Cruz, Principal ▪ scruz@chatom.k12.ca.us ▪ (209) 664-8500

Grades TK-5 ▪ CDS Code 50-71050-6052484

Warriors today, leaders tomorrow!



Chatom Union School District

7201 Clayton Road Turlock, CA 95380 ▪ www.chatom.k12.ca.us

Cherise Olvera, Superintendent ▪ colvera@chatom.k12.ca.us ▪ (209) 664-8505

Principal's Message

Chatom Elementary School is nestled west of Turlock in a close-knit rural community surrounded by orchards, dairies, and farmland. We are proud to provide a rigorous academic program that not only meets state standards but also inspires creativity, critical thinking, and a love for learning. With full-day Transitional Kindergarten and Kindergarten, our youngest Warriors begin their educational journey in an environment that builds a strong foundation for lifelong success.

Family and community partnerships remain at the heart of what we do. Together, we create a safe, positive, and supportive environment where students can thrive academically, socially, and emotionally. Our dedicated staff works collaboratively to meet the diverse needs of all students and continuously grows through professional learning and reflection.

At Chatom, we take great pride in our Warrior Spirit, a spirit rooted in respect, kindness, and perseverance. Each month, we honor students who demonstrate academic growth, positive character, and excellence in Accelerated Reading.

Our afterschool program continues to grow and reflect our commitment to student enrichment and engagement. This year, students can explore a wide variety of activities, including Cooking, Arts & Crafts, Outdoor Fun, Fun with Letters, English Learner Support, Tutoring, Gardening, Lego Building, Zumba, Yoga, Brain Break, STEM, and Dance. These programs offer our students opportunities to learn new skills, build friendships, and discover their passions beyond the classroom.

At Chatom, our team remains dedicated to fostering a community built on trust, collaboration, and student success. We believe that when we work together students, families, staff, and community, there is no limit to what our Warriors can achieve.

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 believes that students thrive when parents and teachers work together in partnership to support learning. During our monthly Student of the Month assemblies, families are invited to celebrate their child's accomplishments and share in the recognition. We also take this time to honor parents for the important role they play in nurturing a love of learning at home.

We encourage all families to get involved through Chatom's Parent Teacher Club (PTC), which proudly hosts our largest annual fundraiser, the Halloween Carnival. This beloved event brings together parents, staff, and the community, with proceeds benefiting all three schools in the district. In addition to the carnival, the PTC sponsors a variety of fun and family-centered activities throughout the year, including Santa Movie Night, Fly It Day, and the Easter Egg Hunt.

Our School Site Council (SSC) provides a collaborative forum where parents and staff work together to advise on categorical programs and help develop the annual school plan. Parents of English Learners are encouraged to participate in our English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC) for additional opportunities to engage and advocate.

We also host Family Literacy Nights, where parents can learn practical ways to support their children in becoming confident, lifelong readers and writers. Families are always welcome to participate in report card conferences, classroom projects, field trips, Back to School Night, Open House, and as classroom volunteers.

For more information or to get involved, please contact 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

Steve Soderstrom, Board President

Alison Carvalho, Board Clerk

Anthony Avila, Trustee Representative

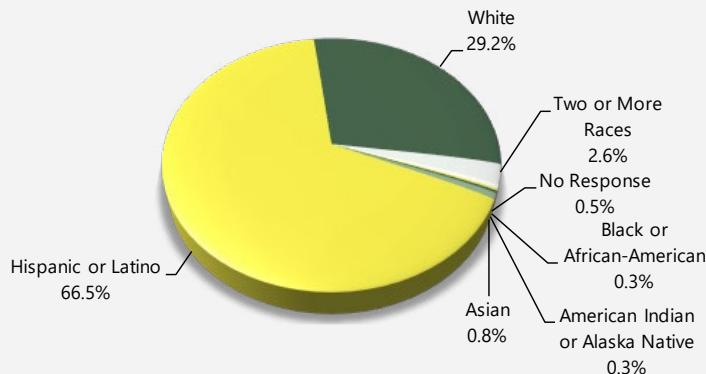
Dr. Rob Santos, Board Member

Karen Macedo, Board Member

Enrollment by Student Group

The total enrollment at the school was 391 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

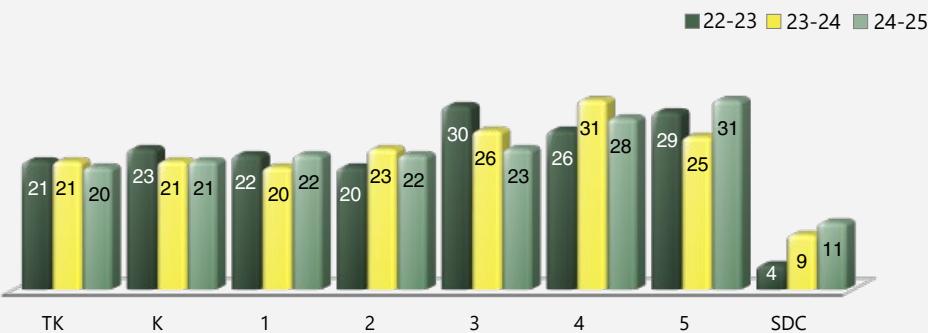
Demographics (2024-25 School Year)



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)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1	1		1	1		2		
K		2		1	2		1	2	
1		3		2			1	2	
2	2	1			3			2	
3		2			2		1	2	
4		2			2			2	
5		2			2			2	
SDC	1			1			1		

Enrollment by Student Group

Demographics

2024-25 School Year

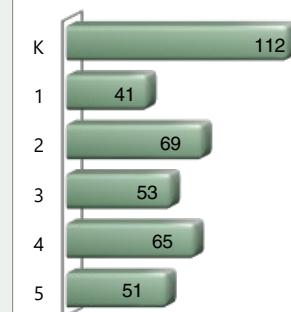
Female	49.60%
Male	50.40%
Non-Binary	0.00%
English Learners	37.60%
Foster Youth	0.00%
Homeless	9.50%
Migrant	0.80%
Socioeconomically Disadvantaged	76.00%
Students with Disabilities	9.50%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



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.

Suspension and Expulsion Rates (Three-Year Data)									
	Chatom ES			Chatom Union SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	2.40%	2.40%	1.70%	3.40%	5.10%	2.20%	3.60%	3.30%	2.90%
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 (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.70%	0.00%
Female	0.00%	0.00%
Male	3.30%	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	2.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.90%	0.00%
English Learners	1.20%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.30%	0.00%
Socioeconomically Disadvantaged	2.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.40%	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	
2023-24	39
2024-25	41
2025-26	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 (2024-25 School Year)					
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	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 (2024-25 School Year)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	419	413	8	1.90%
Female	209	206	3	1.50%
Male	210	207	5	2.40%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	288	282	7	2.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	114	114	1	0.90%
English Learners	165	162	3	1.90%
Foster Youth	❖	❖	❖	❖
Homeless	47	46	4	8.70%
Socioeconomically Disadvantaged	329	324	8	2.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	47	46	4	8.70%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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)						
Subject	Chatom ES		Chatom Union SD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	20.69%	16.98%	19.81%	22.61%	30.73%	32.33%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 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 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)						
Subject	Chatom ES		Chatom Union SD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	39%	39%	40%	42%	46%	48%
Mathematics	52%	43%	34%	35%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	53	53	100.00%	0.00%	16.98%
Female	24	24	100.00%	0.00%	12.50%
Male	29	29	100.00%	0.00%	20.69%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	41	100.00%	0.00%	12.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	12	12	100.00%	0.00%	33.33%
English Learners	26	26	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	10.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	176	174	98.86%	1.14%	38.51%
Female	87	85	97.70%	2.30%	43.53%
Male	89	89	100.00%	0.00%	33.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	117	115	98.29%	1.71%	25.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	52	52	100.00%	0.00%	61.54%
English Learners	82	80	97.56%	2.44%	15.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	16	100.00%	0.00%	18.75%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	134	132	98.51%	1.49%	28.03%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	18	100.00%	0.00%	22.22%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	176	176	100.00%	0.00%	43.18%
Female	87	87	100.00%	0.00%	48.28%
Male	89	89	100.00%	0.00%	38.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	117	117	100.00%	0.00%	29.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	52	52	100.00%	0.00%	65.38%
English Learners	82	82	100.00%	0.00%	23.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	16	100.00%	0.00%	18.75%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	134	134	100.00%	0.00%	34.33%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	18	100.00%	0.00%	16.67%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 11, 2025 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 (2025-26 School Year)

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

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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.

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	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◊
Foreign language	◊
Health	◊

Currency of Textbooks

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

Currency of Textbooks	
2025-26 School Year	
Data collection date	9/11/2025



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 (2025-26 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	9/16/2025

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 2026.

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 27 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 (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%

Teacher Preparation and Placement (2023-24 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)	17.0	94.4%	24.0	96.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	1.0	5.6%	1.0	4.0%	13,705.8	4.9%
Total Teaching Positions	18.0	100.0%	25.0	100.0%	278,927.1	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 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	2021-22	2022-23	2023-24
Permits and Waiver	0.0	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	0.0	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	2021-22	2022-23	2023-24
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	2021-22	2022-23	2023-24
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%

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	
2024-25 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)	0.600
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 2023-24 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 (2023-24 Fiscal Year)		
	Chatom Union SD	Similar Sized District
Beginning teacher salary	◊	\$55,247
Midrange teacher salary	◊	\$80,745
Highest teacher salary	◊	\$109,655
Average elementary school principal salary	◊	\$133,828
Average middle school principal salary	◊	\$142,253
Superintendent salary	◊	\$155,953
Teacher salaries: percentage of budget	24.91%	25.26%
Administrative salaries: percentage of budget	7.24%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Chatom ES	\$11,554	\$80,271
Chatom Union SD	\$11,554	\$82,496
California	\$11,146	\$85,291
School and district: percentage difference	+0.0%	-2.7%
School and California: percentage difference	+3.7%	-5.9%

◊ Information is not available at this time.

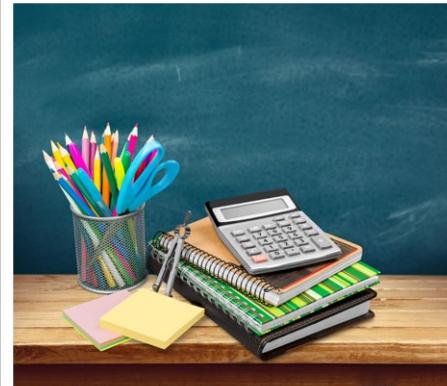
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$19,205
Expenditures per pupil from restricted sources	\$7,651
Expenditures per pupil from unrestricted sources	\$11,554
Annual average teacher salary	\$80,271



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.

School Accountability Report Card

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