

# VanderMolen Fundamental 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/fg/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

<b>School Name</b>	VanderMolen Fundamental Elementary School
<b>Street</b>	6744 Canelian Street
<b>City, State, Zip</b>	Mira Loma, CA 91752
<b>Phone Number</b>	(951) 739-7120
<b>Principal</b>	Brian Leedy
<b>Email Address</b>	bleedy@cnusd.k12.ca.us
<b>School Website</b>	<a href="https://vanderMolen.cnusd.k12.ca.us">https://vanderMolen.cnusd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	33670330119321

## 2023-24 District Contact Information

<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Samuel Buenrostro, Ed.D.
<b>Email Address</b>	Sbuenrostro@cnusd.k12.ca.us
<b>District Website</b>	<a href="http://www.cnusd.k12.ca.us">www.cnusd.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

Our school mascot is the Heroes, in honor of our school founder Mr. Louis VanderMolen.

VanderMolen Fundamental Elementary community (parents, students, and staff and business partners) will embark on a collaborative journey to transform our learners into everyday scholars, leaders, and heroes.

Addressing the academic needs of our students has always been a top priority at VanderMolen. Starting in the 2016-2017 school year, a committee of teachers met throughout the year with Corona-Norco Unified School District officials to reevaluate VanderMolen's values and goals. This group of teachers were called to adopt the P.B.I.S. strategies into the VanderMolen culture. This process led them to interviewing school community members, including our certificated staff, classified staff, noon supervisors, parents, and students. This process involved having all stake holders identify the "perfect aspects" of an elementary school. These conversations led us to identify key aspects that what would strengthen the foundation of our school. During the 2017-2018 school year, the VanderMolen staff and community are implementing a system that will positively impact the school culture. The key values at VanderMolen include a focus on academics and social/emotional development. These values are respect, responsibility, compassion, and integrity. At VanderMolen, we S.O.A.R in the classroom, hallways, multi-purpose room, playground, lunch tables, bathrooms, and stairs (reSpect, respOnsibility, compAssion, and integRity). In the 2023-2024 school year, we are connecting our SOAR initiative to MTSS Tier 1 and Tier 2 practices. We have two teams made up of staff members to help our school address the social and emotional as well as the academic side of education. Our Tier I team helps implements practices such as the PBIS Rewards system that defines and acknowledges positive behaviors for all students. Our Tier II team helps address the needs of our students who are struggling with a myriad of negative behaviors with evidence based practices that are implemented in the classroom. This Tier II team is developing in their understanding of how to communicate to our staff a mindset shift in addressing undesired behaviors from our students. With this system, we will help our students grow both academically, socially, and emotionally. Our teachers will continue to grow in their effectiveness as instructors as together we analyze our data revolving around math scores from past SBAC and i-Ready assessments. We will look more into the Standards for Mathematical Practices. Our goal is to positively impact our students' abilities to comprehend and persevere through challenging math problems. We are continuing to offer our school wide reading intervention for those students who are struggling with reading. Our staff will emphasize the importance of showing respect, responsibility, compassion, and integrity to all both inside and outside the classroom. Our teachers are excited to start the new year as a team. They will continue to collaborate towards a similar goal: help all students learn.

## 2023-24 School Description and Mission Statement

Professional Learning Communities are an integral aspect of our school culture and mission. We have developed four guiding questions which are accounted for in every fiscal and policy decision. These include:

- What do we want our students to learn?
- How will we know that they have learned it?
- How will we engage students in relevant learning?
- How will we respond if they don't learn?

Our mission statement states the following: At VanderMolen, staff, students, and parents are committed to all students learning. We will achieve a higher level of learning through respect, responsibility, compassion, and integrity.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	168
Grade 1	120
Grade 2	118
Grade 3	139
Grade 4	117
Grade 5	125
Grade 6	135
Total Enrollment	922

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
American Indian or Alaska Native	0.2%
Asian	12.4%
Black or African American	8%
Filipino	2.7%
Hispanic or Latino	59%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.3%
White	13.6%
English Learners	22.2%
Foster Youth	0.9%
Homeless	0.2%
Socioeconomically Disadvantaged	75.5%
Students with Disabilities	16.3%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.00	91.11	1981.00	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	15.10	0.71	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	37.80	1.77	12115.80	4.41
<b>Unknown</b>	4.00	8.89	99.70	4.67	18854.30	6.86
<b>Total Teaching Positions</b>	45.00	100.00	2133.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.50	91.83	1991.10	92.84	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.04	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.90	8.17	15.50	0.73	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	43.40	2.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	93.50	4.36	15831.90	5.67
<b>Total Teaching Positions</b>	35.30	100.00	2144.60	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.90

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

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

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

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

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.8
<b>No credential, permit or authorization to teach</b> (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

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 5, 2023, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 37 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

8/16/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade: TK Three Cheers for TK , Savvas (2022) Supplement: Haggerty Phonemic Awareness Pre-K TE (2023)</p> <p>Grade: K Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Kindergarten TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 1 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 2 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017,</p>	Yes	0%

	<p>(Benchmark Education Co)</p> <p>Grade: 3 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary Extension TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 4 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 5 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 6 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p>		
<b>Mathematics</b>	<p>Grade: K Illustrative Math, 2022 (Imagine Learning Classroom) Supplement: Number Corners; Hand 2 Mind Center kits</p> <p>Grade: 1 Illustrative Math, 2022 (Illustrative Math)</p> <p>Grade: 2 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 3 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 4 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 5 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 6 Reveal Math Middle School Course 1, 2020 (McGraw Hill) Supplement: ALEKS 6-12 Digital License</p>	Yes	0%
<b>Science</b>	<p>Grade: K California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 1</p>	Yes	0%

	<p>California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 2 Harcourt Science (Harcourt Brace) Supplement: Mystery Science</p> <p>Grade: 3 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 4 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 5 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 6 Focus on Earth Science, 2008 (McGraw-Hill) Supplement: Science Weekly</p>		
<b>History-Social Science</b>	<p>Grade: K Reflections – Our World, Now and Long Ago 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 1 Reflections – A Child's View 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 2 Reflections – People We Know 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 3 Reflections – Our Communities 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 4 Reflections – A Changing State 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 5 Reflections – Making a New Nation 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 6 Reflections – Ancient Civilizations 2006 (Harcourt) Supplement: Studies Weekly</p>	Yes	0%

## School Facility Conditions and Planned Improvements

The district's maintenance department inspects Louis VanderMolen Fundamental Elementary School's on an annual basis in accordance with Education Code §17592.72(c)(1). Corona Norco Unified School District uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The most recent school inspection took place on 4/17/2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

4/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		X		LIBRARY: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 122: 15. WATER STAIN CEILING TILES AT SKYLIGHT RM 127: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 131: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 2: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 203: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 210: 4. WATER STAIN CEILING TILES RM 3: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM 4: 4 WATER STAIN CEILING TILES AT SKYLIGHT RM K 1: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM K 2: 4. WATER STAIN CEILING TILES AT SKYLIGHT RM K 3: 4. WATER STAIN CEILING TILES AT SKYLIGHT STORAGE: 4. WATER STAIN CEILING TILES AT SKYLIGHT
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 110 A: WEATHER STRIP BENT ON DOOR FRAME

School Facility Conditions and Planned Improvements				
				RM K 4: 15. DOOR IS DAMAGED AT BASE

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<p><b>State Priority: Pupil Achievement</b></p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b>            (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li><b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li><b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li><b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b>            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.</p>
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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)	48	41	55	54	47	46
Mathematics (grades 3-8 and 11)	38	33	38	39	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
<b>All Students</b>	516	511	99.03	0.97	40.70
<b>Female</b>	248	245	98.79	1.21	42.45
<b>Male</b>	268	266	99.25	0.75	39.10
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	67	64	95.52	4.48	57.81
<b>Black or African American</b>	42	42	100.00	0.00	40.48
<b>Filipino</b>	15	15	100.00	0.00	66.67
<b>Hispanic or Latino</b>	297	295	99.33	0.67	31.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	38.89
<b>White</b>	72	72	100.00	0.00	58.33
<b>English Learners</b>	91	86	94.51	5.49	12.79
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	395	390	98.73	1.27	34.10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	93	93	100.00	0.00	12.90

## 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
<b>All Students</b>	516	516	100.00	0.00	32.95
<b>Female</b>	248	248	100.00	0.00	30.24
<b>Male</b>	268	268	100.00	0.00	35.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	67	67	100.00	0.00	49.25
<b>Black or African American</b>	42	42	100.00	0.00	23.81
<b>Filipino</b>	15	15	100.00	0.00	80.00
<b>Hispanic or Latino</b>	297	297	100.00	0.00	22.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	44.44
<b>White</b>	72	72	100.00	0.00	55.56
<b>English Learners</b>	91	91	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	395	395	100.00	0.00	25.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	93	93	100.00	0.00	13.98

## 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
<b>Science</b> (grades 5, 8 and high school)	26.36	36.13	32.51	33.61	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
<b>All Students</b>	127	126	99.21	0.79	34.92
<b>Female</b>	61	61	100.00	0.00	42.62
<b>Male</b>	66	65	98.48	1.52	27.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	68.75
<b>Black or African American</b>	14	14	100.00	0.00	28.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	75	75	100.00	0.00	21.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	17	94.44	5.56	64.71
<b>English Learners</b>	19	19	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	87	86	98.85	1.15	25.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	23	100.00	0.00	13.04

**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	100%	100%	100%	100%	100%

**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	
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.	
Parents stay informed on upcoming events and school activities through flyers, newsletters, the school marquee, the school website, and automated telephone messages. Contact any school office staff member at (951) 739-7120 for more information on how to become involved in your child's learning environment.	
Opportunities to Volunteer	
Chaperone	
Chaperone Field Trips	
Classroom Helper	
Fundraising Activities	
Library Assistant	
Office Helper	
Reading Groups	
Committees	
Parent Teacher Association	
School Site Council	
English Language Advisory Committee	
Watch DOGS	
School Activities	
Back to School Night	
Fall Festival	
Open House	
Student Performances	

## 2023-24 Opportunities for Parental Involvement

Student Recognition Assemblies  
 Family Literacy Nights  
 Family Math Nights  
 Read Across America  
 Family Movie Nights  
 Family Prom  
 Family BBQs  
 School Birthday  
 Parent Surveys

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1011	991	294	29.7
Female	474	468	135	28.8
Male	537	523	159	30.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	5	83.3
Asian	132	127	34	26.8
Black or African American	90	88	27	30.7
Filipino	25	25	1	4.0
Hispanic or Latino	577	572	189	33.0
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	36	33	10	30.3
White	137	132	23	17.4
English Learners	224	222	79	35.6
Foster Youth	12	8	3	37.5
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	772	762	255	33.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	190	186	69	37.1

## 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
<b>Suspensions</b>	0.31	2.55	4.45	0.14	3.31	4.75	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.17	0.15	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.45	0
<b>Female</b>	1.69	0
<b>Male</b>	6.89	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	3.03	0
<b>Black or African American</b>	7.78	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	3.81	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	2.78	0
<b>White</b>	6.57	0
<b>English Learners</b>	3.57	0
<b>Foster Youth</b>	8.33	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	5.31	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	4.74	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Louis VanderMolen Fundamental Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff September 2023

## 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	16	7	1	
1	19	4	2	
2	18	5	1	
3	19	4	2	
4	26		5	
5	24	1	4	
6	25	1	4	
Other	10	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	22	2	4	
1	26		4	
2	30		4	
3	25		4	
4	25		4	
5	31		2	1
6	30		2	
Other	11	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	24	1	6	0
1	28	0	4	0
2	29	0	4	0
3	26	0	5	0
4	33	0	0	0
5	33	0	1	1
6	31	0	3	0
Other	15	4	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

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

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

## 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	6,530	2,162	6,522	108,191
District	N/A	N/A	8,495	\$106,121
Percent Difference - School Site and District	N/A	N/A	-25.5	4.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-12.0	23.6

## Fiscal Year 2022-23 Types of Services Funded

In addition to receiving funding from local, state, and federal sources for special education and the base educational program, this school received various supplementary state and federal funds during the 2022-23 academic year. These funds include:

- State Local Control Funding Formula Supplemental & Concentration Grants, which aim to enhance services for students from low-income backgrounds, English learners, and foster youth.
- Title I funds.

Detailed information pertaining to the allocation of these funds and the corresponding services and initiatives can be found in the School Plan for Student Achievement and the District Local Control Accountability Plan.

## 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	\$66,699	\$55,550
Mid-Range Teacher Salary	\$90,347	\$80,703
Highest Teacher Salary	\$124,697	\$109,418
Average Principal Salary (Elementary)	\$138,115	\$137,703
Average Principal Salary (Middle)	\$143,108	\$143,760
Average Principal Salary (High)	\$150,351	\$159,021
Superintendent Salary	\$320,309	\$319,443
Percent of Budget for Teacher Salaries	37.85%	30.35%
Percent of Budget for Administrative Salaries	4.79%	4.87%

## Professional Development

All training and curriculum development activities at VanderMolen Fundamental Elementary School revolve around the California State Standards. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. VanderMolen Fundamental Elementary School supports ongoing professional growth throughout the year. Teachers meet with department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. VanderMolen Fundamental Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides and paraeducators are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Learning is aligned to the CNUSD Strategic Plan and must have an area of focus in order to be financially supported at the district level. Academic Excellence, Student Well-Being, Equity, and Effective Governance are the four target areas of the Strategic Plan.

1. In 2021-2022, CNUSD had 272 professional learning titles with 737 sessions lasting from 1- 8 hours. CNUSD logged 11,718 staff members attending sessions throughout the year.

In 2022-2023, CNUSD had 265 professional learning titles with 671 sessions ranging from 1- 8 hours, depending on the training and the setting. CNUSD logged 11,512 staff members attending sessions throughout the year.

For 2023-2024, CNUSD plans 315 professional learning sessions ranging from 1-8 hours for certificated and classified. This includes several training sessions accessed by every educator during teacher training days.

2. Districtwide staff development topics - The focus for professional learning has been first best instruction, family and school partnerships, positive school environment and systems leadership and collaboration.

2021-2022 Additional Topics included:

- Curriculum: Curriculum planning based on priorities in all content areas, Utilizing Read 180, Studies Weekly implementation training RAZ Kids implementation, envision 2020 math materials update, HMH Math 180 program, K-8 Math adoptions, 9-12 Science Adoptions, Science of Reading strands, CTE, Number Corners,
- Social Emotional Learning: Restorative Practices, Building Belonging, Community Circles Capturing Kids Hearts program, Science of Forgiveness, SEL as the Onramp for Academic Success, Mental Health for Paras, Better Together - SEL and Academics; BREATHE training for Classified staff, Thrive Youniversity SEL training, MTSS Reboot, Tier II Refresh,
- Technology Tools: Google (Classroom, Slides, Docs, Forms), Discovery Education tools, Device Management for successful 1:1 implementation, NearPod tools, Screencastify: Amplifying and Celebrating Student Expression, Canvas, Google Suite,
- DLI/EL Strategies: Mandarin planning and collaboration, STEMScopes for DLI teachers, EL Contact meetings/trainings, Ellevation program, Integrated and Designated EL Strategies, ELPAC Administration and Scoring, DLI planning and collaboration,
- Special Education: Steps to Advance implementation, Orton-Gillingham strategies, Communication Severity Scales with Speech Language Pathologists, Identifying Students At-Risk for Reading Difficulty, Introduction to Autism for General Education Staff, CPI training, Dyslexia, Inclusion,
- Assessment: : Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Management/District Procedures: Attendance Reports, Truancy Training, Cognitive Coaching, Restorative Practices,
- Extended Learning: Summer Boost training
- Health and Wellness: Fentanyl Education

2022-2023 Additional Topics Included:

- Curriculum: Science of Reading Word Recognition Strands and Small Group Instruction, Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Adoption, 7-12 History Social Science Textbook Adoption, 9-12 Elective Science Textbook Adoption; Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA),
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Reboot

## Professional Development

- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance,
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

### 2023-2024 Additional Topics Include:

- Curriculum: Science of Reading Language Strands, TK-2 Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Implementation, 7-12 History Social Science Implementation, Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA), ALEKS for math Intervention, Benchmark Phonics K-5, Read 180 for Secondary Intervention
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Support
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support, Biliteracy Instructional Framework
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications, Science of Reading in SPED
- Leadership: Cognitive Coaching, Teacher on Special Assignment / Program Specialist Seminar, Communications for Leaders,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance, Active Shooter (Safety).
- CNUSD System-Wide Expectations: Professional Learning Communities (PLC)
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

3. Supplementary instruction provided - classroom coaching and modeled lessons, collaborative sessions with individual teacher and/or grade levels, instructional support website with resources and aids, office hours for teachers to pop in for quick questions, curriculum units created for remote students or students out for quarantine, and staff meeting facilitation guides and training tools provided to site administration.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	63	57	