Eisenhower 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

School Name	Eisenhower Elementary School
Street	3355 Mountain Gate Dr.
City, State, Zip	Corona, CA 92882
Phone Number	(951) 739-5960
Principal	Jeremy Barnes
Email Address	jbarnes@cnusd.k12.ca.us
School Website	https://eisenhower.cnusd.k12.ca.us/
County-District-School (CDS) Code	33670330105791

2023-24 District Contact Information

District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Samuel Buenrostro, Ed.D.
Email Address	Sbuenrostro@cnusd.k12.ca.us
District Website	www.cnusd.k12.ca.us

2023-24 School Description and Mission Statement

Dwight D. Eisenhower Elementary opened its doors on July 6, 2004. Located in the Mountain Gate neighborhood of South Corona on the Western edge of Riverside County, the site faces the northern edge of the Cleveland National Forest and provides picturesque views of the Inland Empire and San Bernardino Mountains to the North. Our current enrollment is approximately 769 students. Our staff consists of a principal, part-time assistant principal, 27 certificated general education teachers, one, Teacher on Special Assignment, two SDC teachers, two full-time Resource Specialists, one half-time Resource Specialist, two Speech and Language Pathologists, two resource assistants, a school psychologist, a full-time counselor, and 25 Special Education classroom assistants. Other support personnel include the following part-time positions: District Nurse, Occupational Therapist, Applied Behavioral Analysis Teacher, Adaptive Physical Education Teacher, Physical Therapist and instructional assistants, and instrumental music teacher. Continuing this year are Visual and Performing Arts Certificated Teachers who rotate through grades 4th - 6th for Fine Arts Instruction/Enrichment. Other classified positions include: one amazing full-time secretary, one full-time and two part-time clerk typists, one health clerk, three custodians, one cafeteria worker, and 10 permanent recess/ lunch supervisors. The mission statement of Dwight D. Eisenhower Elementary School is: "The Eisenhower community is dedicated to the social and intellectual development of all students". To further state this dedication, we strive to provide the highest quality instruction and services to every student. We expect academic excellence and progress, social-emotional growth and accountability for all students. This dedication is evident through the collaborative efforts of our staff and the greater school community; always searching for instructional strategies that reflect current research and best practices. Our vision is: "All students will be college and career ready, global thinkers, and leaders of tomorrow." With the determination to succeed driving us forward toward specific, standards-based, measurable expectations, the entire staff at Eisenhower remains focused on this vision. Eisenhower teachers are dedicated to quality teaching and quality learning. All teachers are highly qualified and committed to participate in professional development opportunities to build research based knowledge, both in delivery and content. Support staff are friendly and supportive of the Eisenhower community, including teachers, staff and parents. Our campus boasts a highly cooperative Professional Learning Community centered around common collaboration time each week. Staff development focuses on current teacher needs and requests. Our teachers are actively developing their Professional Learning Community on Wednesday's after dismissal to better impact the learning of all our students. In these meetings are teachers are looking at evidence-based first best instruction, valid assessments that help them examine student mastery of a content. These weekly discussions help inform their teacher knowledge and inform their instruction. This is the foundation to our venture to have great lesson plans and give purpose to why we give a variety of assessments. We are in another year of implementing our Positive Behavior Intervention and Supports System (PBIS) as part of our Multi-Tiered System of Support framework. The Tier 1 team regularly meets to discuss how they can support staff and

2023-24 School Description and Mission Statement

students regarding first best instruction and great behavior. Eisenhower boasts an incredibly supportive and active P.T.A. which organizes a variety of school fundraiser activities and provides for several enrichment programs. The support and effort of our many dedicated volunteers is evidence of our commitment to include these valuable stakeholders, both in classrooms and for extracurricular events on campus, making our parents and integral part of our school culture. Some parents sit on committees such as our English Learner Advisory Committee and School Site Council, and of course, our thriving and active P.T.A. Effective communication between school and parents takes place through the School Messenger system, the marquee, school website, Facebook, Instagram, and other effective apps initiated and utilized by our teaching staff to facilitate teacher/ parent communication.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	98
Grade 2	122
Grade 3	97
Grade 4	115
Grade 5	108
Grade 6	111
Total Enrollment	757

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
American Indian or Alaska Native	0.4%
Asian	13.6%
Black or African American	4.2%
Filipino	3.2%
Hispanic or Latino	32.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.5%
White	38.4%
English Learners	6.6%
Foster Youth	0.8%
Homeless	0.4%
Socioeconomically Disadvantaged	53.8%
Students with Disabilities	16.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	97.23	1981.00	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.10	0.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	37.80	1.77	12115.80	4.41
Unknown	1.00	2.77	99.70	4.67	18854.30	6.86
Total Teaching Positions	36.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	96.67	1991.10	92.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.50	0.73	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	43.40	2.03	11953.10	4.28
Unknown	1.00	3.33	93.50	4.36	15831.90	5.67
Total Teaching Positions	30.00	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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

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

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

Class Assignments

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

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

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

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

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	Grade: TK Three Cheers for TK , Savvas (2022) Supplement: Haggerty Phonemic Awareness Pre-K TE (2023) 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) 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) 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,	Yes	0%

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

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

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Eisenhower 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 4/20/2023. 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	4/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			RM 305: 4. WATER STAIN CEILING TILES RM 307: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	65	55	54	47	46
Mathematics (grades 3-8 and 11)	58	52	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
All Students	425	420	98.82	1.18	64.52
Female	213	210	98.59	1.41	70.00
Male	212	210	99.06	0.94	59.05
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	75.44
Black or African American	17	17	100.00	0.00	52.94
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	134	130	97.01	2.99	52.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	65.38
White	176	175	99.43	0.57	70.29
English Learners	30	28	93.33	6.67	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	232	98.31	1.69	53.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	85	96.59	3.41	29.41

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	425	421	99.06	0.94	52.26
Female	213	211	99.06	0.94	53.55
Male	212	210	99.06	0.94	50.95
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	70.18
Black or African American	17	17	100.00	0.00	35.29
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	134	131	97.76	2.24	34.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	61.54
White	176	175	99.43	0.57	60.57
English Learners	30	29	96.67	3.33	20.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	233	98.73	1.27	40.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	85	96.59	3.41	27.06

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.07	54.55	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
All Students	110	110	100.00	0.00	54.55
Female	55	55	100.00	0.00	52.73
Male	55	55	100.00	0.00	56.36
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	82.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	36.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	49	100.00	0.00	61.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	39.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	20.00

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	95%	95%	97%	97%	97%

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 automated telephone messages, email, flyers, school newsletters, the school marquee, the school website, and Facebook. Contact Principal Jeremy Barnes at (951) 739-5960 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Fundraising Activities
Library Assistant
School Pictures
PTA Events

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Family Nights
Open House
Family Turkey Feast and BBQ
Student Performances

2023-24 Opportunities for Parental Involvement

Trunk or Treat
Breakfast with the Clauses
STEM night
"Let's Talk about Tech" Parent Night

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	786	136	17.3
Female	405	401	68	17.0
Male	386	385	68	17.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	107	107	18	16.8
Black or African American	33	32	2	6.3
Filipino	24	24	4	16.7
Hispanic or Latino	257	255	57	22.4
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	35	35	6	17.1
White	305	303	38	12.5
English Learners	64	63	15	23.8
Foster Youth	6	6	1	16.7
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	438	436	96	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	164	27	16.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.93	2.15	0.14	3.31	4.75	0.20	3.17	3.60
Expulsions	0.00	0.13	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
All Students	2.15	0
Female	0.74	0
Male	3.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.87	0
Black or African American	6.06	0
Filipino	0	0
Hispanic or Latino	1.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.3	0
English Learners	3.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.05	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Eisenhower 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 site safety committee in October 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	13	5	3	
1	16	3	3	
2	13	4	4	
3	26		4	
4	22	1	4	
5	19	3	4	
6	16	5	3	
Other	16	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	26		4	
2	25		3	
3	29		3	
4	32		2	
5	26		4	
6	27		4	
Other	17	2	1	

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	21	1	4	0
1	24	0	4	0
2	29	0	4	0
3	31	0	3	0
4	32	0	3	0
5	29	0	3	0
6	27	0	4	0
Other	18	2	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	6,973	1,600	6,964	110,541
District	N/A	N/A	8,495	$106,121
Percent Difference - School Site and District	N/A	N/A	-22.8	6.7
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-9.2	25.7

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 Dwight D. Eisenhower 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.Eisenhower 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. Eisenhower 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
Number of school days dedicated to Staff Development and Continuous Improvement	63	57	