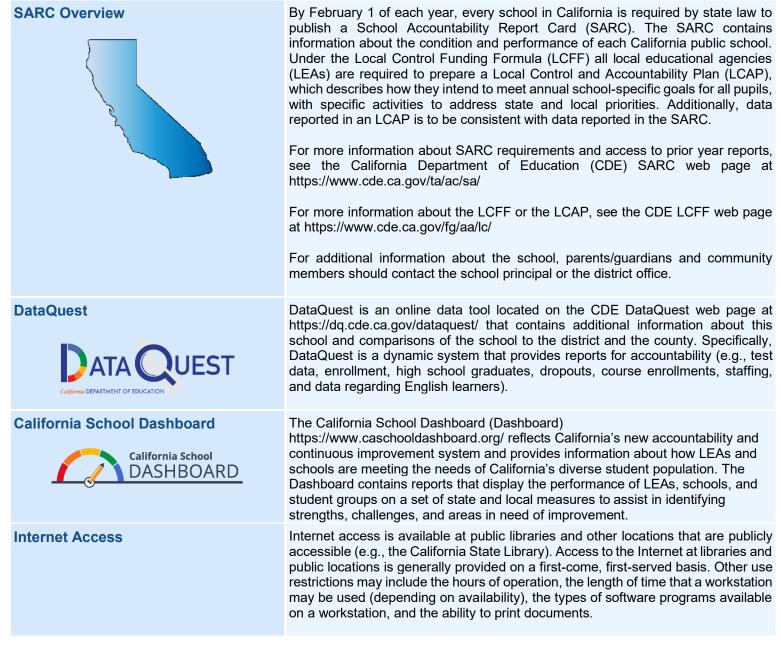# Sultana Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Sultana Elementary School
Street	1845 South Sultana Avenue
City, State, Zip	Ontario, CA 91761
Phone Number	909-986-1215
Principal	Adriana Melgoza
Email Address	Adriana.Melgoza@omsd.net
School Website	https://www.omsd.net/site/Default.aspx?PageID=55
County-District-School (CDS) Code	36678196036412

2022-23 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2022-23 School Overview

Sultana Elementary School was built in 1963 and is located in South Ontario, CA. Sultana is a preschool through sixth-grade traditional school serving 729 students. The diverse student body represents a multicultural population. There are opportunities to participate in academic enrichment and intervention classes as well as the after-school Think Together Program. Sultana Elementary is proud to be recognized as a Platinum PBIS school.

Mission Statement: Sultana Sports & Science Academy provides a safe, responsible, and respectful environment where students are encouraged to engage in innovative project-based learning through a holistic program of rigorous academic enrichment, health education, team building, and character development. Students develop lifelong, healthy living habits while they enhance their critical thinking and problem-solving skills to develop a deep understanding of the world around them.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	93
Grade 2	91
Grade 3	78
Grade 4	105
Grade 5	90
Grade 6	90
Total Enrollment	676

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.7
Asian	2.7
Black or African American	2.5
Filipino	0.0
Hispanic or Latino	89.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	3.6
English Learners	41.7
Foster Youth	0.4
Homeless	4.0
Migrant	0.0
Socioeconomically Disadvantaged	80.2
Students with Disabilities	22.8

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)	32.00	86.49	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.70	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	4.00	10.81	54.10	5.83	18854.30	6.86
Total Teaching Positions	37.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

| Visual and Performing Arts | TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008
TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008
TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 | No | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0% |

School Facility Conditions and Planned Improvements

Sultana School was originally built in 1963. Sultana Elementary has adequate classrooms, staff, and ancillary spaces. The school has a total of 41 classrooms, a multipurpose room, a library, an exploration lab, science lab, Music room, OT/Speech therapy classrooms, and an administration building that houses offices and staff facilities. There are 20 portable classrooms that were installed at various times between 1996 and 2009. There are no completed or planned facility improvements. The school has a large field and enough playground equipment for student engagement. There are 11 student restrooms and 3 staff restrooms. The school facility offers a good learning environment with fully functioning lighting, heating, and cooling systems, and noise negation. Each teacher has a school laptop computer. There are 37 classrooms equipped with Smart Boards and all classrooms have document cameras and LCD projectors. Internet access is available in the office and all classrooms.

To promote safety, Sultana Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign at the front desk prior to entering the school premises. Visitors must present their California ID badges and staff must present their district badges. All forms of ID are scanned through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Sultana Elementary School offers student supervision before school, during school, and after school. All support staff members communicate using 2-way radios to maintain the safety of all students. Supervision in the mornings is done by the administrative team, support team, and proctors. Recess and lunch duty supervision is offered by our proctors. We also have paraeducators help support with supervision during recess breaks. After-school supervision is offered by the administration team, support staff as well as teachers.

Sultana School is maintained in a manner that assures it is in good repair and functional. The Principal works with the full-time custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms, and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. The administration works closely with custodial staff to ensure the carpets in each classroom are clean, maintained or replaced if necessary. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair, in working order, and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. The district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair, or an upgrade. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or at the Ontario-Montclair School District office. Monthly safety inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition. A facilities inspection was conducted by district personnel on December 28, 2022 and rated the school "Exemplary"

During the most recent Facility Conditions Evaluation conducted on August 24,2021, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and one good repair deficiency.

| Year and month of the most recent FIT report | December 28, 2022 |

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Section 5: Room PA relocate desk from blocking electrical panels (work order #236297 generated on 12/28/22).
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Section 11: Rooms 25, 26, and 27: Paint is peeling above exterior windows(work order #236298 generated on 12/28/22)
Structural: Structural Damage, Roofs	X			Section 12: Room P4 repair/replace ramp deck and apply non-skid (work order #236295 generated on 12/28/22). Room P34 repair/replace ramp deck and apply non-skid (work order #236299 generated on 12/28/22). Room P5 repair/replace ramp deck and apply non-skid (work order #236296 generated on 12/28/22). Room 12 repair/replace ramp deck and apply non-skid (work order #236300 generated on 12/28/22).
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	40	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	26	N/A	33

2021-22 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	357	350	98.04	1.96	39.83
Female	164	162	98.78	1.22	49.69
Male	193	188	97.41	2.59	31.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	329	322	97.87	2.13	38.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	133	129	96.99	3.01	17.83
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	33.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	329	326	99.09	0.91	37.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	67	98.53	1.47	11.94

2021-22 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	357	352	98.60	1.40	26.70
Female	164	163	99.39	0.61	25.77
Male	193	189	97.93	2.07	27.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	329	324	98.48	1.52	26.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	133	131	98.50	1.50	10.69
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	19.05
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	329	325	98.78	1.22	26.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	68	66	97.06	2.94	7.58

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.64	NT	19.46	28.5	29.47

2021-22 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	89	88	98.88	1.12	13.64
Female	39	39	100	0	17.95
Male	50	49	98	2	10.2
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.8	1.2	12.2
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	26	96.3	3.7	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	85	98.84	1.16	14.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100	0	10.53

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99%	99%	99%	98%	99%

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.

2022-23 Opportunities for Parental Involvement

Sultana Sports & Science Academy partners with parents/guardians in the education process. We provide school involvement and parent education opportunities through a variety of classes and workshops for parents such as parenting, Latino Literacy, ideas on learning at home, accessing community resources, home-school communication, volunteering, and decision-making/governance. Parents are involved in decision-making through participation in School Site Council (SSC), School English Language Advisory Committee (SELPAC), Students with Disabilities & GATE parent meetings, Coffee with the Principal, and the Parent Teacher Organization (PTO). Parents are encouraged to participate in the classroom and attend and help with school events, (such as Open House, Back to School Night, parent conferences, Winter Wonderland). We strive to offer opportunities for students to be involved with clubs and athletics.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the OMSD and school websites. At Sultana Elementary we use flyers, Class Dojo, Seesaw and Twitter for parent outreach announcements. The school mails important news and announcements to the parents at home, and uses the automated system to call parents and send text messages to parents via Blackboard Connect.

Contact: Amy D'Andrea, Assistant Principal

Phone Number: 909-986-1215

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	708	237	33.5
Female	332	316	103	32.6
Male	403	392	134	34.2
American Indian or Alaska Native	6	5	2	40.0
Asian	18	18	3	16.7
Black or African American	20	17	7	41.2
Filipino	0	0	0	0.0
Hispanic or Latino	658	638	213	33.4
Native Hawaiian or Pacific Islander	4	2	1	50.0
Two or More Races	4	4	2	50.0
White	25	24	9	37.5
English Learners	303	297	87	29.3
Foster Youth	6	4	0	0.0
Homeless	51	47	16	34.0
Socioeconomically Disadvantaged	664	644	218	33.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	165	72	43.6

C. Engagement	State Priority: School Climate

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.28	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.54	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.54	0.00
Female	0.30	0.00
Male	0.74	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan was developed for Sultana Elementary school in collaboration with local agencies and the district office. Student learning is enhanced by a safe and orderly school climate. Fire, earthquake and lock-down drills are held monthly. The Sultana School Safety Plan was revised in August 2022. The annual review of the safety plan took place on October 18, 2022. Key elements in the current plan include disaster procedures, routines, and emergencies; reporting for child abuse, dangerous students, and hate crimes; policies related to suspension and expulsion; sexual harassment, dress code, school discipline, and coming and going procedures. Staff development on the plan is ongoing. There is a clearly articulated visitor policy that states that all visitors must check into the office and show their driver's license prior to visiting anywhere on campus. Visitors must swipe their ID through the Raptor screener which checks for sexual predators. District employees are required to wear identification badges. Additionally, 6-8 employees monitor students getting on and off the school buses. Students are only released to a parent or guardian listed on the emergency card when they are checked out during the school day.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	4	1
1	24		4	
2	28		3	1
3	25		3	
4	28		3	
5	34		2	1
6	33		2	1
Other	12	3		

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	23	1	3	
2	21	1	3	
3	25	1	3	
4	27	1	2	
5	28		3	
6	28		3	
Other	13	3		

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	16	5	3	
1	18	2	3	
2	15	3	3	
3	19	2	2	
4	25	1	3	
5	27	1	2	
6	28		3	
Other	14	3		

2021-22 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

2021-22 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	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,507	4,806	6700	120,430
District	N/A	N/A	1608.0	$92,419
Percent Difference - School Site and District	N/A	N/A	122.6	26.3
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	1.6	31.9

2021-22 Types of Services Funded

Sultana's categorical money is used for a variety of services, including Instructional Coach, Student Mentor, Data-Media Assistant,, and Intervention Teachers. In addition, the funds are used to provide classroom subs, teacher data analysis and planning, inclusion teacher planning, and teachers' professional development. We provide translators for parent conferences, back-to-school night, Open House, and other parent trainings. Babysitting is provided for all parent meetings and parent training that the school provides. Categorical funding is also used to purchase technology used for instructional purposes and other instructional materials. Some categorical funding is used to pay teachers to provide extended learning opportunities for students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$48,998	$52,641
Mid-Range Teacher Salary	$87,146	$83,981
Highest Teacher Salary	$105,113	$107,522
Average Principal Salary (Elementary)	$139,673	$136,247
Average Principal Salary (Middle)	$140,022	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$319,095	$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

We use student achievement data to determine the need for professional development in math and ELA. Sultana Elementary has provided teachers time to create learning targets in math and reading comprehension. Teachers also participate in grade-level Professional Learning Communities and analyze data in ELA and math. District TOA's have presented professional development to the entire staff in the area of learning targets and Inspire Science and the site Instructional coach has provided ongoing coaching and support for the implementation of learning targets. Kagan Cooperative learning strategies have been a focus as well with ongoing professional development. Teachers are supported through in-class coaching, evaluation process, student performance data reporting, training at the district office, and walk-through feedback. The Instructional Coach also holds planning sessions with grade-level teams and inclusion teacher teams to align their lesson delivery. The teachers will also participate in professional development centered around the i-Ready assessment data.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	44	33	35