

# Sultana Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Sultana Elementary School
<b>Street</b>	1845 South Sultana Avenue
<b>City, State, Zip</b>	Ontario, CA 91761
<b>Phone Number</b>	909-986-1215
<b>Principal</b>	Adriana Melgoza
<b>Email Address</b>	Adriana.Melgoza@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/site/Default.aspx?PageID=55">https://www.omsd.net/site/Default.aspx?PageID=55</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	36678196036412

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Sultana Elementary School was built in 1963 and is located in South Ontario, CA. Sultana is a preschool through sixth-grade traditional school serving 682 students. The diverse student body represents a multicultural population. There are many diverse 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 for the 6th year in a row.

Mission Statement: Sultana Sports & Science Academy provides a safe, responsible, and respectful environment through an inclusive culture of caring for all students. Students make connections while engaging in hands-on learning opportunities with

## 2024-25 School Description and Mission Statement

an emphasis on sports and science through rigorous academic content that develop critical thinking skills.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	35
Kindergarten	112
Grade 1	87
Grade 2	96
Grade 3	81
Grade 4	75
Grade 5	71
Grade 6	99
Total Enrollment	656

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.6
Asian	2.4
Black or African American	1.1
Hispanic or Latino	92.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	2.6
English Learners	38
Foster Youth	0.6
Homeless	71
Socioeconomically Disadvantaged	91.5
Students with Disabilities	20.5

## **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>	32.00	86.49	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.70	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	0.65	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	4.00	10.81	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	37.00	100.00	927.80	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>	35.10	89.77	888.80	90.57	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.90	0.61	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	5.12	17.50	1.78	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.70	0.99	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	5.12	59.30	6.04	15831.90	5.67
<b>Total Teaching Positions</b>	39.10	100.00	981.40	100.00	279044.80	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.

## 2022-23 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>	35.10	90.16	891.10	92.20	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.62	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	2.13	18.00	1.87	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.10	0.53	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.00	7.71	46.20	4.79	14303.80	5.15
<b>Total Teaching Positions</b>	38.90	100.00	966.60	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0.8
<b>Misassignments</b>	0.00	2.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	2.00	0.8

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.9	0
<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)	2.70	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-6 Wonders (McGraw-Hill) - Adopted 2016  6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	Yes	0%
<b>Science</b>	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023*  6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%

	*Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.		
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

Note: Cells with N/A values do not require data.

## 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, a 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 current 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. Additionally, all classrooms are 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. Security Cameras were installed in the Summer of 2023.

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 and in good working condition. A facilities inspection was conducted by district personnel on November 20, 2024 and rated the school "Exemplary". The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and one good repair deficiency.



## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

November 20, 2024

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			Section 4: Staff Lounge: repair/replace cracked floor tile near doorway leading to the office work order FY24-25-41174 completed on 12/20/24.
<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			Section 10: custodial room - store gas cans in flammable cabinet. No work order needed / P1: fire extinguisher was not signed off for November. No work order needed
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	38	40	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	25	29	30	31	34	35

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	328	99.39	0.61	38.11
Female	147	146	99.32	0.68	44.52
Male	183	182	99.45	0.55	32.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	302	300	99.34	0.66	36.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	122	120	98.36	1.64	17.50
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	178	99.44	0.56	35.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	71	100.00	0.00	11.27

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	330	330	100.00	0.00	29.39
<b>Female</b>	147	147	100.00	0.00	29.25
<b>Male</b>	183	183	100.00	0.00	29.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	302	302	100.00	0.00	28.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	122	122	100.00	0.00	16.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	179	179	100.00	0.00	26.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	71	71	100.00	0.00	12.68

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	20.19	14.67	22.36	20.60	30.29	30.73

## 2023-24 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>	75	75	100.00	0.00	14.67
<b>Female</b>	35	35	100.00	0.00	20.00
<b>Male</b>	40	40	100.00	0.00	10.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	69	69	100.00	0.00	13.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	30	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	43	100.00	0.00	11.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	9.09

## 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.

#### 2023-24 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 requires only participation results 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	100.0%	100.0%	100.0%	100.0%	100.0%

## 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.

#### 2024-25 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), Special Education Parent Advisory Committee & GATE parent meetings, Coffee with the Principal, Latino Literacy Project 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, and Winter Wonderland. We strive to offer opportunities for students to be involved with after-school 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, Parent Square, and Instagram 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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	666	651	88	13.5
Female	307	303	43	14.2
Male	359	348	45	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	0	0.0
Black or African American	11	11	2	18.2
Filipino	--	--	--	--
Hispanic or Latino	610	596	82	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	18	2	11.1
English Learners	268	262	37	14.1
Foster Youth	--	--	--	--
Homeless	106	105	22	21.0
Socioeconomically Disadvantaged	607	595	87	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	161	155	25	16.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.54	0.55	0.45	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0.00
Female	0.00	0.00
Male	0.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.26	0.00
English Learners	0.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 2024. The annual review of the safety plan took place on

## 2024-25 School Safety Plan

October 1, 2024. 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.

## 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
TK	14	1		
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		

## 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
TK	14	2		
K	17	3	4	
1	22	1	3	
2	18	4		
3	17	2	3	
4	26	1	2	
5	23	1	3	
6	27	1	2	
Other	12	3		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	15	2		
K	16	5		
1	20	3	1	
2	22	1	3	
3	24	1	2	
4	24	1	2	
5	23	1	2	
6	30		3	
Other	13	3		

## 2023-24 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

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.20
<b>Psychologist</b>	1.60
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	11,507	4,806	6700	120,430
<b>District</b>	N/A	N/A	1608.0	\$104,660
<b>Percent Difference - School Site and District</b>	N/A	N/A	122.6	14.0
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-46.6	22.2

## Fiscal Year 2023-24 Types of Services Funded

Sultana's categorical money is used for a variety of services, including an Instructional Coach and student Mentor. 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 for instructional purposes and other instructional materials.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$66,459	\$58,553
<b>Mid-Range Teacher Salary</b>	\$100,652	\$93,924
<b>Highest Teacher Salary</b>	\$124,076	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$164,731	\$149,898
<b>Average Principal Salary (Middle)</b>	\$173,683	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$368,548	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	35.4	31.93
<b>Percent of Budget for Administrative Salaries</b>	5.59	5.62

## Professional Development

We use student achievement data to determine the need for professional development in math, English Language development, and English Language Arts (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 Eureka Math and Gradual Release and the site Instructional coach has provided ongoing coaching and support for the implementation of gradual release. 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 through the Curriculum and Instruction Department, 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 also participated in professional development centered around the i-Ready assessment data and Trauma Informed Practices.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	34	28