

Alta Loma School District
Carnelian Elementary School

Grades TK through 6
Autumn Williams, Principal
awilliams@alsd.org



7105 Carnelian
Alta Loma, CA 91701
PH: (909) 484-5010 FAX: (909) 484-5015
CDS #: 36675956035232

2023-24 School Accountability Report Card
Published January 2025

Alta Loma School District
9390 Base Line Rd.
Alta Loma, CA 91701-5821
(909) 484-5151
www.alsd.k12.ca.us

**2024-25
Board of Trustees**

Brad Buller
President
Eric Chung
Vice President
Dr. Malinda L. Hurley
Clerk
Rebecca Davies
Member
Jessica Martinez
Member

District Administration

Dr. Sherry Smith
Superintendent
Eric Hart
Associate Superintendent,
Administrative Services
Dr. Christina Pierce
Assistant Superintendent,
Educational Services
Cara Cerecerez
Assistant Superintendent,
Human Resources

Contents

Principal's Message
Mission
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I would like to welcome you to Carnelian Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Carnelian Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Carnelian Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission

Carnelian is a culturally diverse community of students, parents, and staff striving to create a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, students are empowered and inspired to reach their full academic, emotional, and physical potential in their development as lifelong learners.

School Description

Carnelian Elementary School is located in the western region of Alta Loma and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2023-24 school year, 463 students were enrolled, including 14.3% in special education, 6.3% qualifying for English Language Learner support, and 36.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.90%	Transitional Kindergarten	31
Male	52.10%	Kindergarten	47
Non-Binary	0.00%	Grade 1	48
Amer. Indian or Alaska Native	0.20%	Grade 2	53
Asian	4.80%	Grade 3	70
Black or African-Amer.	4.10%	Grade 4	71
Filipino	0.60%	Grade 5	83
Hisp. or Latino	54.40%	Grade 6	60
Native Hawaiian or Pacific Islander	0.00%	Ungraded	0
Two or More Races	5.80%		
White	29.60%		
English Learners	6.30%		
Foster Youth	0.60%		
Homeless	3.20%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	36.90%		
Students with Disabilities	14.30%		
Total Enrollment			463

Student Achievement

Physical Fitness

In the spring of each year, Carnelian Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
Grade	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
5	99%	99%	99%	99%	99%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	65.0	60.0	67.0	65.0	46.0	47.0
Mathematics (grades 3-8 and 11)	59.0	53.0	52.0	53.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	131	128	97.71	2.29	67.19
Male	155	151	97.42	2.58	53.64
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	11	84.62	15.38	63.64
Black or African-Amer.	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hisp. or Latino	164	163	99.39	0.61	56.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	60.00
White	76	73	96.05	3.95	68.49
English Learners	12	9	75.00	25.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	108	105	97.22	2.78	43.81
Students with Disabilities	33	33	100.00	0.00	39.39

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	131	129	98.47	1.53	51.16
Male	155	152	98.06	1.94	54.61
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African-Amer.	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hisp. or Latino	164	164	100.00	0.00	48.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	60.00
White	76	72	94.74	5.26	62.50
English Learners	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	108	106	98.15	1.85	42.45
Students with Disabilities	33	32	96.97	3.03	31.25

Note: 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.

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

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
	45.0	50.6	46.8	43.4	30.3	30.7

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

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.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
Female	40	40	100.00	0.00	50.00
Male	42	41	97.62	2.38	51.22
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	46	46	100.00	0.00	54.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	45.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	25.00
Students with Disabilities	--	--	--	--	--

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent 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, the school marquee, school newsletters, and the school website. Contact the school office at (909) 484-5010 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Parent Volunteer Room
PTA Events
Special Events
Student Senate
Watch D.O.G.S.

Committees

English Language Advisory Committee
Parent Teacher Association
School Site Council
Title I District Engagement (TIDE) Committee

School Activities

Awards Assemblies
Back to School Night
Choral & Band Performances

Fall Hoedown
Family Dine-Out Night
Family Picnic
GATE Family Day
High School Sporting Event Nights
Jog-A-Thon
Open House
Parent Education Nights
Parent University
Patriotic Assembly
Talent Show
Trunk or Treat

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Carnelian Elementary School's original facilities were built in 1963; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2023-24 Campus Improvements:

- Playground relocation

2024-25 Planned Campus Improvements:

- Gutter repairs
- Camera upgrades

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Carnelian Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Media center cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Auxiliary room cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1963
Acreage	10.5
Square Footage	48,415
	Quantity
Permanent Classrooms	22
Portable Classrooms	7
Restrooms (sets)	2
Multipurpose Room(s)	1
Playground(s)	2
Library	1
Staff Room(s)	3

Facilities Inspection

The district's maintenance department inspects Carnelian Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Carnelian Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, July 10, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, July 10, 2024			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	MC5/LRC/Speech - Stained ceiling tile
	Staff Lounge - Patch and paint
(E)	Staff Mens' Restroom - Middle faucet off
	K1 - Check sink not working
	Room 7 - Repair bubbler
	Room 9 - Bubbler missing top button
	Unisex RR by 9 - Missing aerator
	Drinking Fountain by 9 - Right one not working
	Girls RR by Room 10 - Missing two aerators and one faucet doesn't shut off
	Drinking Fountain Outside LRC - Check fountain not working
	Unisex RR Outside LRC - Needs aerator and leaky spud on urinal
	Boys RR by 11 - Check all aerators
	Room 19 - Tighten button on aerator
	Room 21 - Adjust bubbler
	Girls RR by Room 12 - Check aerator on far right sink
(H)	Room 8, Room 17 - Door sticks
	Room 15 - Door doesn't close properly

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors, and teachers are strategically assigned to designated entrance areas and the playground. During recess, proctors supervise playground activity. Administrators and proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, proctors, and teachers monitor student behavior to ensure a safe and orderly departure.

Carnelian Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Carnelian Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2024.

Classroom Environment

Discipline & Climate for Learning

Carnelian Elementary School's discipline practices and behavior management strategies comply with approved PBIS board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	21-22	22-23	23-24
	School		
% Students Suspended	0.2	0.4	0.2
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.6	1.7	1.2
% Students Expelled	0.1	0.0	0.0
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0.0
Female	0.0	0.0
Male	0.4	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.4	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	0.0

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade	2021-22			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	12.0	4		
1	21.0	1	2	
2	22.0	1	2	
3	26.0		3	
4	21.0		2	
5	27.0		3	
6	34.0			
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	8.0	7		
1	28.0		2	
2	18.0	1	3	
3	22.0		3	
4	28.0	2	2	
5	20.0	2		1
6	18.0	2	2	
Grade	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	9.0	5		
1	24.0		2	
2	27.0		2	
3	23.0		3	
4	24.0		2	
5	28.0	1	2	
6	30.0		2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Carnelian Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	479	65	13.6
Female	230	226	32	14.2
Male	260	253	33	13.0
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	28	28	3	10.7
Black or African-Amer.	24	22	5	22.7
Filipino	--	--	--	0.0
Hisp. or Latino	266	259	31	12.0
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	27	27	6	22.2
White	139	138	18	13.0
English Learners	39	38	9	23.7
Foster Youth	--	--	--	0.0
Homeless	20	20	8	40.0
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	203	194	47	24.2
Students with Disabilities	88	85	13	15.3

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Carnelian Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Carnelian Elementary School held staff development training devoted to:

- i-Ready Training
- Safety Training
- Thinking Maps
- Orton Gillingham, Science of Reading
- Positive Behavioral Interventions & Supports (PBIS)

Decisions concerning selection of staff development activities are performed by the principal 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. Carnelian Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade 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 sessions 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.

During the 2022-23, 2023-24, and 2024-25 school years, Carnelian Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

2022-23 Training

- Studies Weekly Training
- i-Ready Training
- Amplify Refresh

- Cultural Proficiency - Equity Trainings
- Guided Reading and Writing Trainings
- Thinking Maps
- Write from the Beginning
- Small Group Instruction Training
- TK Curriculum Training

2023-24 Training

- Savvas Publisher Training
- i-Ready Training
- TK Publisher Adoption Training
- Amplify Refresh
- Study Sync Training
- Safety Training
- DBQ Training
- ALSD Teacher University
- Thinking Maps (Supplemental Offering)
- Write from the Beginning (Supplemental Offering)

2024-25 Training

- Orton Gillingham, Science of Reading
- Differentiation
- Learning Without Tears (TK Curriculum)
- Study Sync
- Character Strong
- DBQ Training
- SBCSS - Improving Student Math Achievement
- ALSD Learning Symposium
- Thinking Maps (Supplemental Offering)
- Write from the Beginning (Supplemental Offering)
- PBIS, SEL, MTSS, Differentiated Practice (Supplemental Offering)

Carnelian Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides 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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
9	9	9

Instructional Materials

All textbooks used in the core curriculum at Carnelian Elementary School are aligned to the California Content Standards and Frameworks. 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 Wednesday, September 04, 2024, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-04-24 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Alta Loma 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Houghton Mifflin, <i>Journeys California</i>	0 %
2023	Learning Without Tears, <i>Get Set for School</i>	0 %
History-Social Science		
2023	Learning Without Tears, <i>Get Set for School</i>	0 %
2022	Studies Weekly, <i>Studies Weekly History</i>	0 %
Mathematics		
2023	Learning Without Tears, <i>Get Set for School</i>	0 %
2023	Saavas Learning Company, LLC, <i>Envision Math</i>	0 %
Science		
2020	Amplify Education, Inc., <i>Amplify</i>	0 %
2023	Learning Without Tears, <i>Get Set for School</i>	0 %

Professional Staff

Counseling & Support Staff

Carnelian Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Carnelian Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	0	0
Psychologist	2	1.0
Speech & Language Specialist	2	1.5
Assistant Principal	1	0.5
Counselor	1	0.5
Health Clerk	1	0.6
Library Clerk	1	0.4
Nurse	1	0.2

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Carnelian Elementary School, Alta Loma School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Carnelian Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	100.0	226.3	94.2	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.4	2.3	11953.1	4.3
Unknown	0.0	0.0	8.6	3.6	15831.9	5.7
Total Teaching Positions	18.6	100.0	240.4	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	100.0	226.3	94.2	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.4	2.3	11953.1	4.3
Unknown	0.0	0.0	8.6	3.6	15831.9	5.7
Total Teaching Positions	18.6	100.0	240.4	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	100.0	233.3	94.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.6	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	2.7	1.1	12115.8	4.4
Unknown	0.0	0.0	6.4	2.6	18854.3	6.9
Total Teaching Positions	19.1	100.0	246.1	100.0	274759.1	100.0

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 to 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 (2022-23)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)		Number
Permits and Waivers		0.0
Misassignments		0.0
Vacant Positions		0.0
Total Teachers Without Credentials and Misassignments		0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)		Number
Permits and Waivers		0.0
Misassignments		0.0
Vacant Positions		0.0
Total Teachers Without Credentials and Misassignments		0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)		Number
Credentialed Teachers Authorized on a Permit or Waiver		0.0
Local Assignment Options		0.1
Total Out-of-Field Teachers		0.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)		Number
Credentialed Teachers Authorized on a Permit or Waiver		0.0
Local Assignment Options		0.0
Total Out-of-Field Teachers		0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)		Number
Credentialed Teachers Authorized on a Permit or Waiver		0.0
Local Assignment Options		0.0
Total Out-of-Field Teachers		0.0

Class Assignments / Indicator (2022-23)		Percent
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

Class Assignments / Indicator (2021-22)		Percent
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

Class Assignments / Indicator (2020-21)		Percent
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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,822	\$58,553
Mid-Range Teacher Salary	\$93,211	\$93,924
Highest Teacher Salary	\$124,367	\$119,489
Superintendent Salary	\$267,417	\$270,432
Average Principal Salaries:		
Elementary School	\$154,887	\$149,898
Middle School	\$154,887	\$157,111
High School	N/A	\$151,698
Percentage of Budget:		
Teacher Salaries	34.4%	31.93%
Administrative Salaries	6.88%	5.62%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2022-23 school year, Alta Loma School District spent an average of \$14,911 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- Arts, Music, and Instructional Materials Discretionary Block Grant
- Child Development
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$12,687	N/A	N/A	N/A	N/A
Restricted	\$4,326	N/A	N/A	N/A	N/A
Unrestricted	\$8,361	\$9,314	89.77	\$10,771	77.63
Average Teacher Salary	\$97,666	\$99,310	98.34	\$96,325	101.39

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Carnelian Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2024.