

# Sandra J. Gallardo Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Sandra J. Gallardo Elementary School
<b>Street</b>	775 Russi Road
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-9170
<b>Principal</b>	P. Graham
<b>Email Address</b>	pgraham@fcusd.org
<b>School Website</b>	www.fcusd.org/sge
<b>County-District-School (CDS) Code</b>	34673300100404

## 2023-24 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>Email Address</b>	skoligian@fcusd.org
<b>District Website</b>	www.fcusd.org

## 2023-24 School Description and Mission Statement

### School Vision and Mission:

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student for college and career readiness.

The vision of Sandra J. Gallardo Elementary School is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to succeed in school and life. Sandra J. Gallardo Elementary School's administration and staff will provide:

- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 6B's Character Traits (Be Safe, Be Kind, Be Respectful, Be Responsible, Be on Task, Be Present)

### School & Community Profile:

Sandra J. Gallardo Elementary School is an elementary school in Folsom, California, serving TK through 5th grade. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in August 2023, is 515. In 2022, our school was named a Distinguished School based on academics, student performance, and a positive learning environment. Our school is a place where students, staff, parents, and community members interact to create a collaborative learning environment while respecting and celebrating individual differences. Folsom Cordova Unified School District provided Equity training for select teachers in supporting our campus and providing a culture where everyone recognizes diversity, equity, and inclusion.

Sandra J. Gallardo Elementary School is structured around high academic and behavioral expectations, which helps to maintain, support, and encourage a positive school-wide atmosphere. Our school and staff reflect a culture of a caring, supportive and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both of whom are committed to educational excellence for all students. Teachers regularly participate in Professional Development (PD) and collaborative opportunities through our Professional Learning Communities (PLCs). As we serve the needs of our students, we offer programs that serve individual academic needs including Speech, Occupational Therapy, and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for Gifted and Talented Education (GATE). Additionally, we support English Learners (EL) with

## 2023-24 School Description and Mission Statement

qualified staff and programs identified to develop English acquisition skills. Sandra J. Gallardo Elementary School is also home to a Student Care program. Our curriculum is focused on teaching students the district adopted Common Core State Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in all classrooms. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. Our Science, Technology, Engineering, and Math (STEM) Program is designed to support teachers and parents, as they bring Science exploration to the classroom. Additionally, students participate in Student Council, Music, STEM Night, Science Fair, Math Bowl, Spelling Bee, Cross Country, and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 6 Bs (Be Safe, Be Kind, Be Respectful, Be Responsible, Be On Task, Be Present), Positive Postcards, and Atta Gator incentives, which recognize student progress and positive choices. Students in need of additional support such as counseling and/or interventions participate in the Primary Intervention Program (PIP)/Special Friends.

Parents are encouraged to attend Back to School Night, STEM/Math Night, School Site Council, Multi-Cultural Night, Coffee and Conversation with the Principal, as well as Open House, to facilitate better parent-teacher-student communication and home-school connection. Our school, District, and PTA websites are viable resources for calendars, communications, and clarity throughout the year. Sandra J. Gallardo Elementary School actively seeks and appreciates the resources to assist under-achieving students from families and community partners (i.e., PC Pals, Intel Corporation, PTA.). Weekly Gator News newsletters, Blackboard emails, voicemails, and text messages support Gallardo's communication with our families.

At Sandra J. Gallardo Elementary School, we believe that all students can learn. As we work in partnership with our families, we can facilitate learning to ensure that our students will achieve their highest potential. This will be accomplished by maintaining high standards, teaching a rigorous curriculum, promoting good character, and supporting the social and emotional needs of our students and staff.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	59
Grade 2	58
Grade 3	68
Grade 4	68
Grade 5	70
Total Enrollment	358

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Asian	34.4%
Black or African American	0.3%
Filipino	3.1%
Hispanic or Latino	10.1%
Two or More Races	9.8%
White	42.5%
English Learners	9.5%
Homeless	0.3%
Socioeconomically Disadvantaged	4.2%
Students with Disabilities	12.3%

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.10	100.00	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	11.60	1.24	12115.80	4.41
<b>Unknown</b>	0.00	0.00	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	20.10	100.00	933.60	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>	19.60	97.51	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	12.70	1.30	11953.10	4.28
<b>Unknown</b>	0.50	2.49	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	20.10	100.00	985.90	100.00	279044.80	100.00

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

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

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

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

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

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

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

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

### Class Assignments

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

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

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

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

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance, 2016	Yes	0.0%
<b>Mathematics</b>	Pearson - enVision, 2020	Yes	0.0%
<b>Science</b>	Amplify - California Science, 2019	Yes	0.0%
<b>History-Social Science</b>	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

## School Facility Conditions and Planned Improvements

Sandra J. Gallardo Elementary was originally constructed in 2003 and is comprised of 29 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a STEM lab, 2 learning centers, 2 playgrounds, and one student care facility. Portables were added in 2005 and 2006. This site has one storage container and three sheds.

**Cleaning Process:** The principal works daily with the custodial staff of three employees (two full-time and one half-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Maintenance and Repair/Deferred Maintenance Budget:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 13, 2023

**Year and month of the most recent FIT report**

2023 October

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b>	X			



## School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
<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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	78	59	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	82	78	48	48	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	232	227	97.84	2.16	77.53
<b>Female</b>	116	114	98.28	1.72	77.19
<b>Male</b>	116	113	97.41	2.59	77.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	84	84	100.00	0.00	85.71
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	25	96.15	3.85	72.00
<b>White</b>	84	80	95.24	4.76	81.25
<b>English Learners</b>	15	15	100.00	0.00	40.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	42.86
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	33	86.84	13.16	21.21

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	232	227	97.84	2.16	77.97
<b>Female</b>	116	114	98.28	1.72	74.56
<b>Male</b>	116	113	97.41	2.59	81.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	84	84	100.00	0.00	91.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	42.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	25	96.15	3.85	80.00
<b>White</b>	84	80	95.24	4.76	75.00
<b>English Learners</b>	15	15	100.00	0.00	66.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	28.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	33	86.84	13.16	24.24

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	78.95	69.62	44.81	45.75	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	80	79	98.75	1.25	69.62
<b>Female</b>	44	43	97.73	2.27	67.44
<b>Male</b>	36	36	100.00	0.00	72.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	29	29	100.00	0.00	79.31
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	11	100.00	0.00	27.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	80.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	10	90.91	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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	1	0.948717948717949	0.961538461538462	0.987179487179487	1

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parental Involvement / Parent Teacher Association (PTA): Gallardo is utilizing parental involvement in conjunction with our Parent Teacher Association (PTA). Parents are encouraged to be actively involved in our PTA, School Site Council (SSC), in classrooms, and in special events. Specifically, our PTA is dedicated to supporting our campus with endless campus needs. Parents are welcome at our school which, brings additional support, expertise, and creativity to our learning community. Attendance at Back to School Night, STEM/Math Night, School Site Council, Multi-Cultural Night, Coffee and Conversation with the Principal, as well as Open House to facilitate better parent-teacher-student communication and home-school connection is encouraged. Our school, District, and PTA websites are viable resources for calendars, communications, and clarity throughout the year. Sandra J. Gallardo Elementary School actively seeks and appreciates the resources to assist under-achieving students from families and community partners (i.e., PC Pals, Intel Corporation, PTA.). Weekly Gator News newsletters, Blackboard emails, voicemails, and text messages support Gallardo's communication with our families.

Communication: Gallardo's school website, Gator News newsletter, and Membership Tool Kit (PTA Sponsored) is updated regularly. The home-school communication system, Blackboard Connect, informs parents of important information and upcoming events.

For additional information regarding organized opportunities for parent involvement at Sandra J. Gallardo Elementary School, please contact Mikal Thompson, Parent Coordinator, at 916.294.9170.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	430	25	5.8
Female	217	213	16	7.5
Male	219	217	9	4.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	163	161	11	6.8
Black or African American	2	2	0	0.0
Filipino	12	11	0	0.0
Hispanic or Latino	49	49	9	18.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	43	42	3	7.1
White	165	163	2	1.2
English Learners	46	45	3	6.7
Foster Youth	1	1	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	37	35	7	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	8	10.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.98	0.46	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0
Female	0	0
Male	0.91	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.21	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.5	0

## 2023-24 School Safety Plan

Our school is safe and clean. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each Fall and Spring. During instructional time, Gallardo is a closed campus, and classroom doors are closed and locked. Staff members are diligent about checking that all visitors and parent volunteers have registered with the office as well as wearing the appropriate identification badge while on campus.

Emergency Plans have been developed in case a threatening situation should arise. Fire and Evacuation Drills are conducted on a regular basis based on Catapult EMS training. We continue to foster a strong relationship with our local law enforcement and emergency responders. Utilizing yard supervisors, students are supervised before and after school, as well as during all recesses and lunch periods. Our playground and classrooms meet or exceed all safety requirements. There were eight (8) student accidents reported for the year 2022-2023.

Date of Last Review/Update: October 24, 2023

Date Last Reviewed with Staff: October 5, 2023

Date of Update and Site Council Approval: October 24, 2023

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	1	2	1
1	29	1	3	1
2	31	2	1	1
3	41		3	1
4	41		6	1
5	35	1	6	1
Other	8	1		

### 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	30	2	1	1
1	26	3		1
2	28	3		1
3	27	3		1
4	38		2	1
5	30	1	6	1
Other	8	1		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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### 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

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

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,489	\$1,559	\$6,930	\$83,727
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-19.5	3.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	5.0	-5.4

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Sandra J. Gallardo receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,379	\$55,550
<b>Mid-Range Teacher Salary</b>	\$74,289	\$84,645
<b>Highest Teacher Salary</b>	\$101,614	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$139,860
<b>Average Principal Salary (Middle)</b>	\$143,251	\$146,440
<b>Average Principal Salary (High)</b>	\$148,555	\$158,447
<b>Superintendent Salary</b>	\$320,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	34.44%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.64%	4.89%

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options. Throughout the year, a dedicated time during site staff meetings is utilized for professional development. Topics include but are not limited to: Renaissance, Lexia, SIPPS, Responsive Classroom, Social Emotional Learning strategies, and Implicit Bias/Equity. Currently, several teachers are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) Training.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2