

Raymond Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Yolanda McComb, Principal

Principal, Raymond Elementary

About Our School

Raymond School ensures academic growth for every child by offering a wide variety of engaging activities that promote creativity and innovation in Science, Technology, Engineering, Art and Mathematics (STEAM) in a language-rich environment. Students broaden their awareness of self and others through connections made in literature, they deepen their comprehension by seeking multiple perspectives and express their interests and opinions in various writing and speaking opportunities. Raymond's 1:1 iPad program supports all academic subjects, along with facilitating student engagement innovation, and personalized learning in all classrooms. The integration of art and technology augments the high expectations we have for all students, and accompany the infusion of GATE strategies designed to unlock deeper and complex thinking.

Raymond is very proud to feature The Fullerton School District Dual Immersion Program called The Dual Language Academy on our campus, as an additional strand of choice for parents. Two Kindergarten, two First-grade and two Second-grade dual immersion classrooms continue to expand through the grade levels over the next several years. The Dual Language Academy ensures that students reach high levels of academic achievement in a first and second language to develop bilingualism, biliteracy, and cross-cultural competencies needed to succeed in a multicultural society and global economy.

Raymond has a diverse student population that totals 560 students in 18 classrooms. Classrooms consist of one full day Transitional Kindergarten, and 2 - 3 Kinder, First, Second, Third, Fourth, Fifth and Sixth grade classrooms. Six of these classrooms are Dual Immersion that will expand through the grade levels.

Student ethnicity data indicates our population breakdown as follows: 75.8% Hispanic, 14.25% White, 2.6% Asian, .7% Black or African American and 6.4% Dual Race/Other/Unspecified. Raymond is categorized as a Title 1 School because 57% of our students are eligible for free or reduced lunch. Second language learners comprise 34% of our total student population. Clusters of GATE identified students are grouped in classrooms from third to sixth grade. Raymond also participates in the research-based Positive Behavioral Intervention Support (PBIS) system. Students learn appropriate choices, receive rewards for appropriate behaviors, and adhere to the tenets of being Respectful, Responsible, Really Safe, and Ready to learn.

Contact

Raymond Elementary
517 North Raymond Ave.

Fullerton, CA 92831-3310

Phone: 714-447-7740

Email: yolanda_mccomb@myfsd.org

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|----------------------------------------------------|----------------------------------------------------------------|
| District Name | Fullerton Elementary |
| Phone Number | (714) 447-7400 |
| Superintendent | Bob Pletka |
| Email Address | bob_pletka@myfsd.org |
| Website | www.fullertonsd.org/ |

| School Contact Information (School Year 2019—20) | |
|--------------------------------------------------|--------------------------------------------------------------------------------|
| School Name | Raymond Elementary |
| Street | 517 North Raymond Ave. |
| City, State, Zip | Fullerton, Ca, 92831-3310 |
| Phone Number | 714-447-7740 |
| Principal | Yolanda McComb, Principal |
| Email Address | yolanda_mccomb@myfsd.org |
| Website | www.fullertonsd.org/raymond/ |
| County-District-School (CDS) Code | 30665066028138 |

Last updated: 1/23/2020

School Description and Mission Statement (School Year 2019—20)

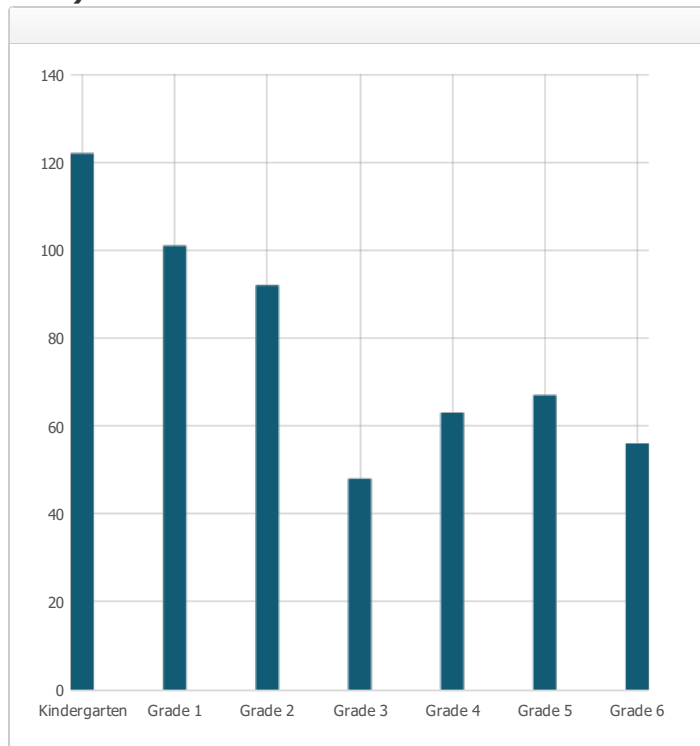
COMMUNICATE COLLABORATE CREATE INNOVATE

Raymond school provides all students with a balanced innovative education within a language rich, safe and nurturing environment. We inspire children to become agents of change to flourish in a global society.

Last updated: 1/23/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 122 |
| Grade 1 | 101 |
| Grade 2 | 92 |
| Grade 3 | 48 |
| Grade 4 | 63 |
| Grade 5 | 67 |
| Grade 6 | 56 |
| Total Enrollment | 549 |



Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.30 % |
| American Indian or Alaska Native | 0.20 % |
| Asian | 1.50 % |
| Filipino | 1.50 % |
| Hispanic or Latino | 71.60 % |
| Native Hawaiian or Pacific Islander | 0.20 % |
| White | 17.30 % |
| Two or More Races | 6.20 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 61.70 % |
| English Learners | 33.00 % |
| Students with Disabilities | 8.60 % |
| Foster Youth | 0.50 % |
| Homeless | 2.00 % |

A. Conditions of Learning

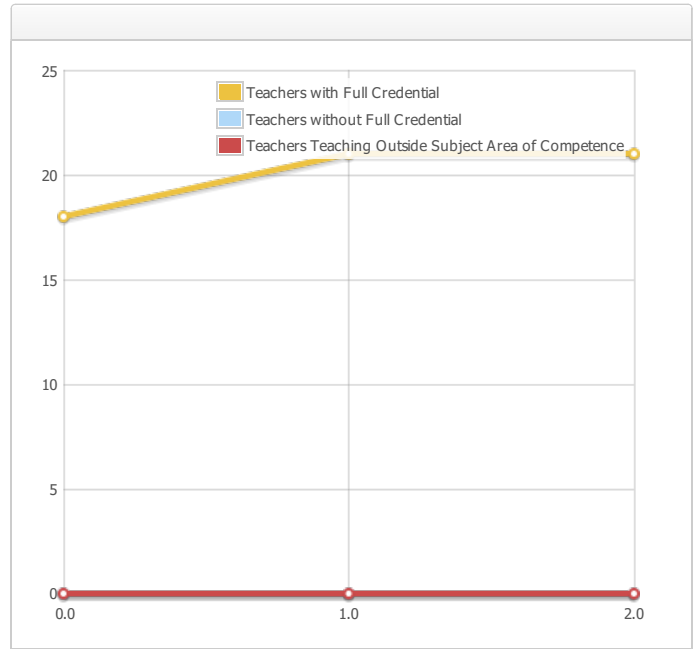
State Priority: Basic

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

Teacher Credentials

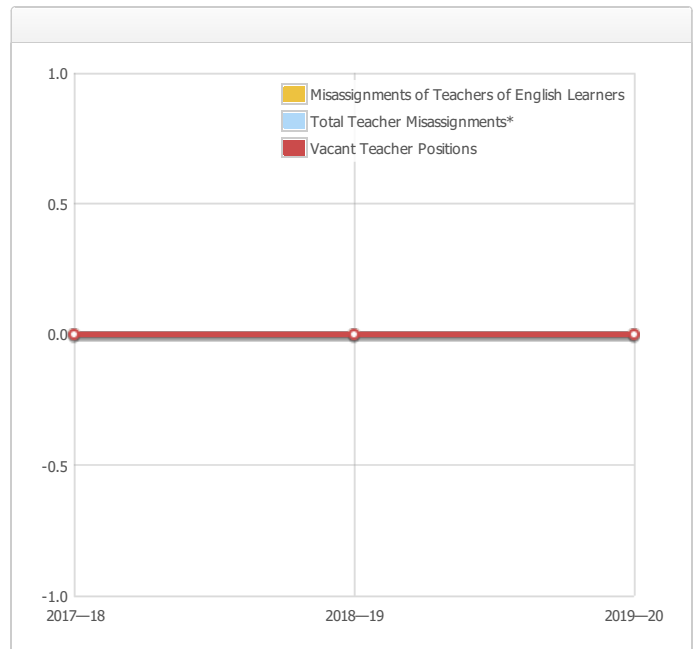
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|-----------------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential | 18 | 21 | 21 | 522 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/29/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts | <ul style="list-style-type: none"> • 2017 McGraw-Hill K-8 | Yes | 0.00 % |
| Mathematics | <ul style="list-style-type: none"> • 2015 Houghton Mifflin Go Math K-8 • 2015 McGraw Hill Geometry 8 | Yes | 0.00 % |
| Science | <ul style="list-style-type: none"> • 2008 Houghton Mifflin K-5 • 2008 McDougal Littell 6-8 | Yes | 0.00 % |
| History-Social Science | <ul style="list-style-type: none"> • 2007 Houghton Mifflin K-5 • 2007 McDougal Littell 6-8 | No | 0.00 % |
| Foreign Language | <ul style="list-style-type: none"> • 2019 En Español 7-8 • 2019 Vista Higher Learning French 7-8 | Yes | 0.00 % |
| Health | <ul style="list-style-type: none"> • Dairy Council of California (grade appropriate materials) • Too Good for Drugs (grades 4-6) • Holt McDougal Decisions for Health 7 (2005) • Teen Talk 7 | Yes | 0.00 % |
| Visual and Performing Arts | <ul style="list-style-type: none"> • "All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater • Instrumental music (grades 5-6) • Band and string instruments and musical scores (grades 7-8) | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 4/23/2020

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2018-19 the District spent \$30 on Deferred Maintenance. For the 2019-20 school year the District budgeted \$36,145 for Deferred Maintenance expenditures.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|------------------------------------------------------------------------|--------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Poor | K2: exposed electrical wire by clock |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | Girls restroom loose toilet. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Fair | Room 2 bad door closer (slammer). |

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/30/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 50.0% | 55.0% | 59.0% | 58.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 40.0% | 44.0% | 51.0% | 51.0% | 38.0% | 39.0% |

Note: 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.

Note: 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.

Last updated: 1/23/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 237 | 233 | 98.31% | 1.69% | 55.36% |
| Male | 115 | 114 | 99.13% | 0.87% | 53.51% |
| Female | 122 | 119 | 97.54% | 2.46% | 57.14% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 191 | 187 | 97.91% | 2.09% | 49.20% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 25 | 25 | 100.00% | 0.00% | 84.00% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 76.92% |
| Socioeconomically Disadvantaged | 174 | 170 | 97.70% | 2.30% | 46.47% |
| English Learners | 102 | 98 | 96.08% | 3.92% | 48.98% |
| Students with Disabilities | 24 | 24 | 100.00% | 0.00% | 20.83% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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 less, 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.

Last updated: 1/23/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 237 | 235 | 99.16% | 0.84% | 44.26% |
| Male | 115 | 115 | 100.00% | 0.00% | 45.22% |
| Female | 122 | 120 | 98.36% | 1.64% | 43.33% |
| Black or African American | -- | -- | -- | -- | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 191 | 189 | 98.95% | 1.05% | 37.04% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 25 | 25 | 100.00% | 0.00% | 80.00% |
| Two or More Races | 13 | 13 | 100.00% | 0.00% | 69.23% |
| Socioeconomically Disadvantaged | 174 | 172 | 98.85% | 1.15% | 32.56% |
| English Learners | 102 | 100 | 98.04% | 1.96% | 39.00% |
| Students with Disabilities | 24 | 24 | 100.00% | 0.00% | 20.83% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

Last updated: 1/23/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|----------------------------------------|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/23/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|----------------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0.00% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

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

California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|

Note: 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.

Last updated: 1/23/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Raymond Elementary School fosters parent involvement throughout the school as well as in all school related activities such as: PTA, School Site Council, ELAC, Monthly Parent Coffees, Monthly Dual Language Academy Parent Meetings & DLA Steering Committee Meetings, School Carnival, District DELAC, and Parent staff development opportunities. Parents are always welcome at Raymond. We are known for our warm and welcoming atmosphere from the time you enter our front office door.

State Priority: Pupil Engagement

Last updated: 1/23/2020

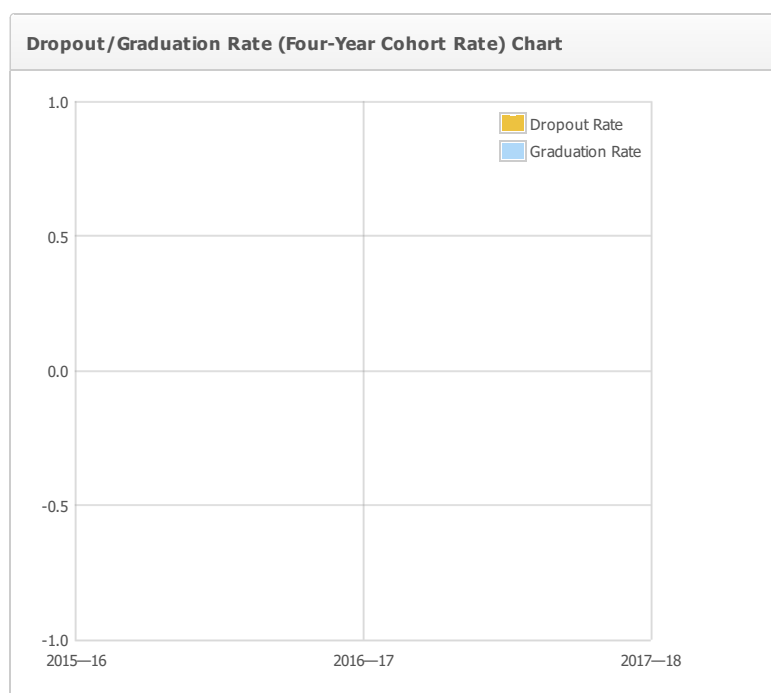
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015–16 | District 2015–16 | State 2015–16 |
|-----------------|-------------------|---------------------|------------------|
| Dropout Rate | -- | -- | 9.70% |
| Graduation Rate | -- | -- | 83.80% |

| Indicator | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Dropout Rate | -- | -- | -- | -- | 9.10% | 9.60% |
| Graduation Rate | -- | -- | -- | -- | 82.70% | 83.00% |



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

| Rate | School 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.00% | 0.00% | 0.00% | 1.50% | 1.20% | 1.40% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council prior to March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and discussed with staff: Jan. 9, 2020

Last updated: 1/29/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 26.00 | 2 | 3 | |
| 1 | 27.00 | | 2 | |
| 2 | 30.00 | | 2 | |
| 3 | 32.00 | | 2 | |
| 4 | 32.00 | | 2 | |
| 5 | 33.00 | | 1 | 1 |
| 6 | 35.00 | | | 2 |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 29.00 | | 5 | |
| 1 | 30.00 | | 2 | |
| 2 | 32.00 | | 2 | |
| 3 | 31.00 | | 2 | |
| 4 | 34.00 | | | 2 |
| 5 | 32.00 | | 1 | |
| 6 | 33.00 | | | 3 |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 31.00 | | 3 | 1 |
| 1 | 29.00 | | 3 | |
| 2 | 30.00 | | 3 | |
| 3 | 32.00 | | 2 | |
| 4 | 32.00 | | 2 | |
| 5 | 34.00 | | | 2 |
| 6 | 28.00 | | 2 | |
| Other** | | | | |

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

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 5490.00 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/23/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---------------------------------------------------------------|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.50 |
| Psychologist | 0.20 |
| Social Worker | 0.00 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 2.00 |
| Other | 1.00 |

*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.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4947.00 | \$283.00 | \$4664.00 | \$89963.00 |
| District | N/A | N/A | \$5297.28 | \$91359.00 |
| Percent Difference – School Site and District | N/A | N/A | -11.90% | -1.50% |
| State | N/A | N/A | \$7506.64 | \$82663.00 |
| Percent Difference – School Site and State | N/A | N/A | -37.90% | 8.80% |

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Primary Focus:

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration

Delivery of Professional Development:

- Staff Development Day
- Workshops
- Conferences
- After- school Workshops
- In-class Coaching

Other Related Professional Development Activities:

- Data-Driven instruction
- Technology Integration

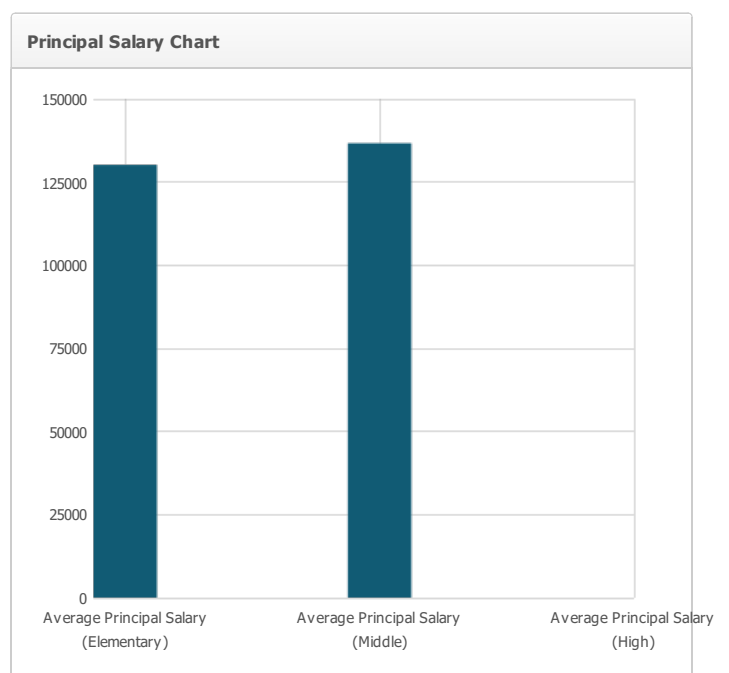
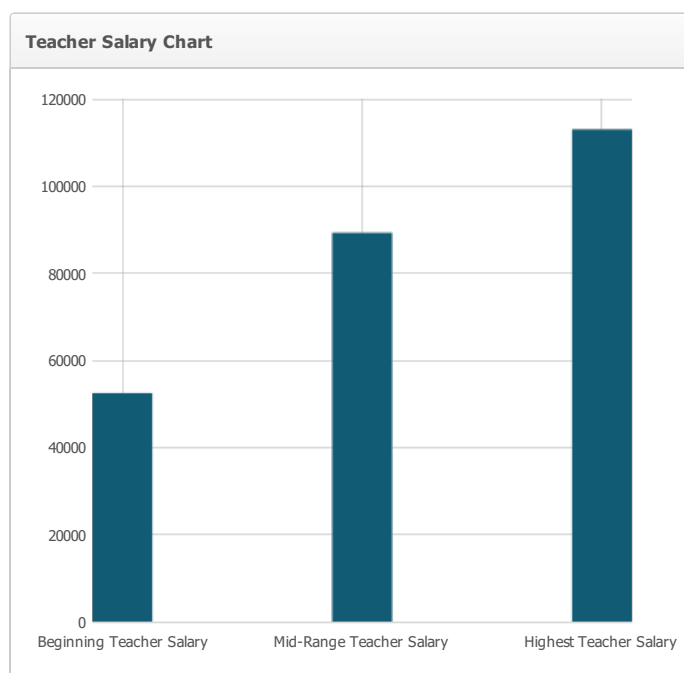
- Marzano Instructional Strategies
- Systematic ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Mathematics Instructional Strategies
- English Language Arts Program

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$52,483 | \$45,741 |
| Mid-Range Teacher Salary | \$89,286 | \$81,840 |
| Highest Teacher Salary | \$113,025 | \$102,065 |
| Average Principal Salary (Elementary) | \$130,195 | \$129,221 |
| Average Principal Salary (Middle) | \$136,684 | \$132,874 |
| Average Principal Salary (High) | \$ | \$128,660 |
| Superintendent Salary | \$270,531 | \$224,581 |
| Percent of Budget for Teacher Salaries | 38.00% | 36.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 5.00% |

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



Last updated: 1/23/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All Courses | 0 | 0.00% |

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |