

Richman Elementary

School Accountability Report Card Reported Using Data from the 2017—18 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.



Kristen Holm, Principal

Principal, Richman Elementary

About Our School

Richman Elementary School was established in 1958 and is located in the City of Fullerton in Orange county. It is bordered by a public park to the East with residential homes to the West. Richman's population is composed of students from diverse backgrounds with 87.66% of families eligible for free or reduced lunch. Richman is identified as a Title I School program Transitional Kindergarten (TK) through sixth grade. In addition we have an Award Winning Reggio Inspired State Pre-School program on campus that serves the Fullerton School Community.

The current Richman school enrollment for the 2018-19 school year is 782 which includes our State Preschool and Transitional Kindergarten (TK) program. The TK Program is a full-day blended program serving TK and Kindergarten SDC students. The Transitional Kindergarten/Kinder SDC class allows for a lower student teacher ratio providing students with differentiated and small group instruction. Our State Preschool Program consists of two teachers conducting 4 classes and serving a total of 89 students.

Our committed staff holds themselves responsible and accountable for the achievement of all the students in our school. Parents are offered learning opportunities as they participate in our school wide events alongside leadership opportunities such as ELAC, SSC, DLAC and PTA. We offer many workshops for parents to learn how to work with their children and make learning an enjoyable experience. We offer students a variety of opportunities to participate in classes/clubs before and after school. After school students may participate in Marathon Kids Running Club, REACH program, Art Classes, Writer's Guild, ALEKS math class, Linda Mood Bell class, Theater and the Boy Scouts. During school hours we offer a Response to Intervention (RTI) program to support our students academically and behaviorally. Our students know that Richman is a safe place that will prepare them to be life-long learners and be successful in their future endeavors.

Our school community is comprised of the Richman staff, parents, and the surrounding community which allows us to have an innovative approach for assisting our students in achieving their academic and social goals through meeting the Common Core State Standards. Without the committed parents and community, our goals could not be met. The Richman staff is also committed to improving student learning by analyzing data in order to plan for the current and future needs of our students.

Richman was recognized and received three prestigious awards: A California Gold Ribbon School Award, Title One Academic Achievement Award, and a Positive Behavior Intervention & Supports (PBIS) Silver Award winning school.

Contact

Richman Elementary

700 South Richman Ave.
Fullerton, CA 92832-2724

Phone: 714-447-7745
E-mail: kristen_holm@myfsd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Bob Pletka
E-mail Address	bob_pletka@myfsd.org
Web Site	www.fullertonsd.org/

School Contact Information (School Year 2018—19)	
School Name	Richman Elementary
Street	700 South Richman Ave.
City, State, Zip	Fullerton, Ca, 92832-2724
Phone Number	714-447-7745
Principal	Kristen Holm, Principal
E-mail Address	kristen_holm@myfsd.org
Web Site	www.fullertonsd.org/richman/
County-District-School (CDS) Code	30665066028146

Last updated: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

Richman Elementary is a collaborative learning community that values the home-school partnership. We are a school community that empowers students to be creative, thoughtful citizens by promoting a highly engaging, relevant and rigorous learning environment that encourages critical thinking and creativity. We provide a strong foundation in literacy and communication skills by integrating the disciplines of science, technology, engineering, arts, and mathematics (STEAM), as parts of the education STEAM Pipeline.

Vision: Richman Elementary aims to provide all students with an excellent education so that they feel empowered to dream big, discover their passion while developing their potential to becoming lifelong learners and responsible citizens.

We are most fortunate that through partnerships and grants, we have been able to create two highly engaging and inspiring STEAM labs---our Reggio Inspired Primary STEAM Lab, for Transitional Kindergarten to 2nd grade; and our STEAM and Dream Center for Creativity and Innovation for 3rd thru 6th grade.

In addition to the STEAM Labs, our Programs Include:

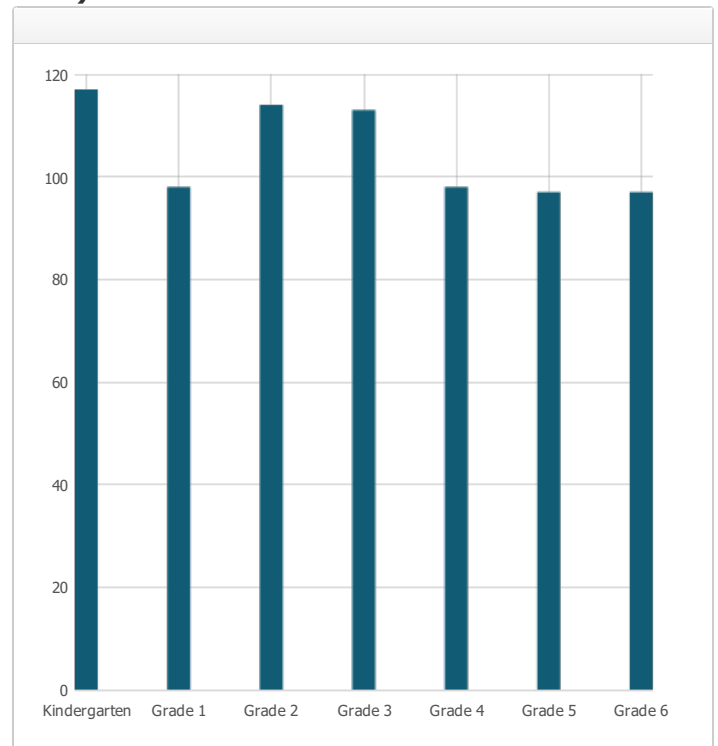
- Full Day Kinder
- All the Arts Program K-6th
- 4th -6th grade Speech and Debate Team
- 5th grade Writer's Guild Club
- LEAP Program
- RTI Lab
- LindaMood Bell Program
- Counselors on site
- Hockey After School Program
- SWISS/ SRSS
- PBIS Schoolwide
- I-Ready Program
- Healthy Kids Program/Harvest of the Month

- REACH Program
- Marathon Kids- Running Club
- Before school Soccer League
- 5ht-6th grade ALEKS After school Math Program
- Free After School Program (ASES)
- 1:1 iPads in Kindergarten—6th Grade
- GATE Program
- PATH finder Program - helps students discover their passions and pathway to college
- PE Program
- Partnerships with Anaheim Ducks, St. Jude, CSUF, OCDE and Project Lead the Way

Last updated: 1/23/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	117
Grade 1	98
Grade 2	114
Grade 3	113
Grade 4	98
Grade 5	97
Grade 6	97
Total Enrollment	734



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	%
Asian	2.3 %
Filipino	1.2 %
Hispanic or Latino	86.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	4.4 %
Two or More Races	2.9 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.0 %
English Learners	55.0 %
Students with Disabilities	12.4 %
Foster Youth	1.6 %

A. Conditions of Learning

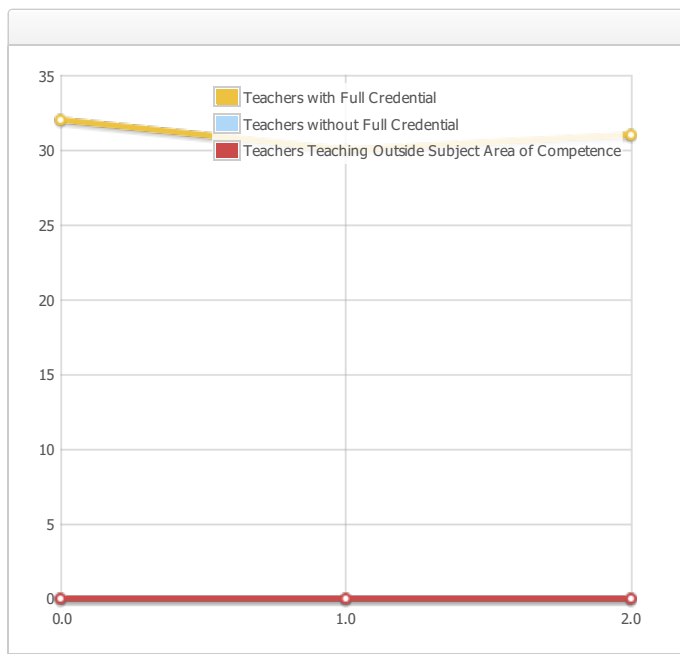
State Priority: Basic

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

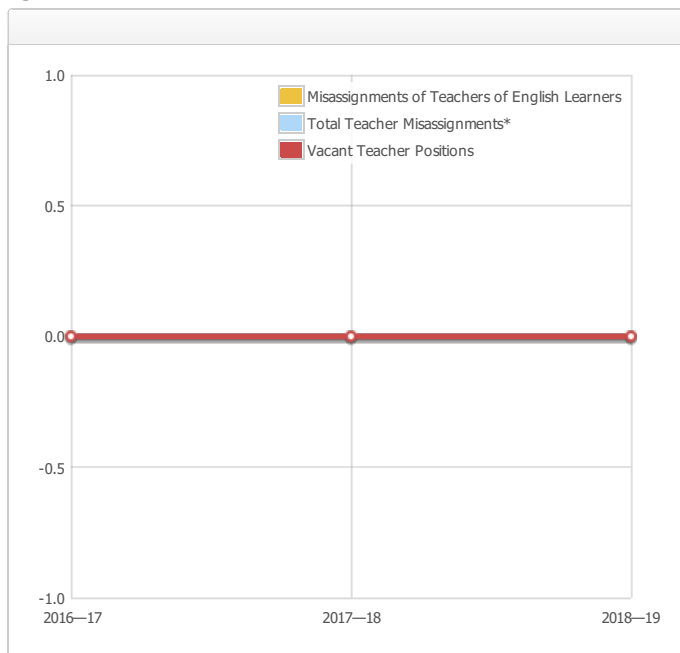
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	32	30	31	530
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> McGraw-Hill K-8 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> Houghton Mifflin Go Math K-8 McGraw Hill Geometry 8 	Yes	0.0 %
Science	<ul style="list-style-type: none"> Houghton Mifflin K-5 McDougal Littell 6-8 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> Houghton Mifflin K-5 McDougal Littell 6-8 	No	0.0 %
Foreign Language	<ul style="list-style-type: none"> En Español 7-8 Vista Higher Learning Spanish 7-8 Vista Higher Learning French 7-8 	Yes	0.0 %
Health	<ul style="list-style-type: none"> Dairy Council of California (grade appropriate materials) Too Good for Drugs (grades 4-6) 2004-05 Holt McDougal Decisions for Health 7 TeenTalk 7 	Yes	0.0 %
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: 1/29/2019

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 2017-18 the District spent \$268,208 on Deferred Maintenance. For the 2018-19 school year the District budgeted \$60 for Deferred Maintenance expenditures.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Boy's restroom - loose toilet.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Room #29 - bad door closer (slammer).

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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Last updated: 1/30/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	41.0%	55.0%	59.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	46.0%	49.0%	51.0%	37.0%	38.0%

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: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	399	99.50%	41.35%
Male	203	202	99.51%	32.67%
Female	198	197	99.49%	50.25%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	360	358	99.44%	38.55%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	81.82%
Two or More Races	13	13	100.00%	53.85%
Socioeconomically Disadvantaged	305	305	100.00%	40.00%
English Learners	295	295	100.00%	40.34%
Students with Disabilities	51	49	96.08%	6.12%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	402	400	99.50%	46.00%
Male	203	202	99.51%	42.08%
Female	199	198	99.50%	50.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	361	359	99.45%	43.18%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	90.91%
Two or More Races	13	13	100.00%	38.46%
Socioeconomically Disadvantaged	306	306	100.00%	42.81%
English Learners	295	295	100.00%	45.42%
Students with Disabilities	51	49	96.08%	8.16%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/23/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/23/2019

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 2017—18)

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
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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.

Last updated: 1/23/2019

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 2018—19)

The foundation for student success is based on a partnership between students, staff, and parents. Active parent participation is very important. We ask all of our families to make the commitment to become involved in at least one activity or event during the school year. Richman School provides opportunities for all parents to participate. Meetings are held in both English and/or Spanish and all forms (informational materials and reports) are provided in both English and Spanish. Translators are available for conferences as needed.

We encourage parents to attend parent leadership meetings including: PTA, School Site Council, ELAC and DLAC. Parents are invited to attend Back to School Night, Open House, PTA meetings and Principal led Parent Coffees. Richman celebrates student achievement weekly at our Monday Morning Assembly and monthly at our Character Award Assembly. The entire school community is invited to celebrate with us. Families are invited to participate in annual events, such as: Richman Harvest Festival, Halloween Parade, Family Dance, STEAM Night, Reading Night, Loved Ones Day, Family Tech Night, and Family Movie Nights. We encourage parents to volunteer in the classroom and are committed to expanding the involvement of parents at school. In addition, through parent classes and workshops we seek to deepen the level of parent education and knowledge regarding school programs and priorities as a means to support their children to achieve at high levels. We encourage all interested parents to contact the school office for more information.

Richman provides opportunities for parents to participate in free classes and childcare is provided for families that attend ESL classes, Active Parenting Classes, Kid Healthy (Padres en Accion), and Words Alive Literacy classes.

State Priority: Pupil Engagement

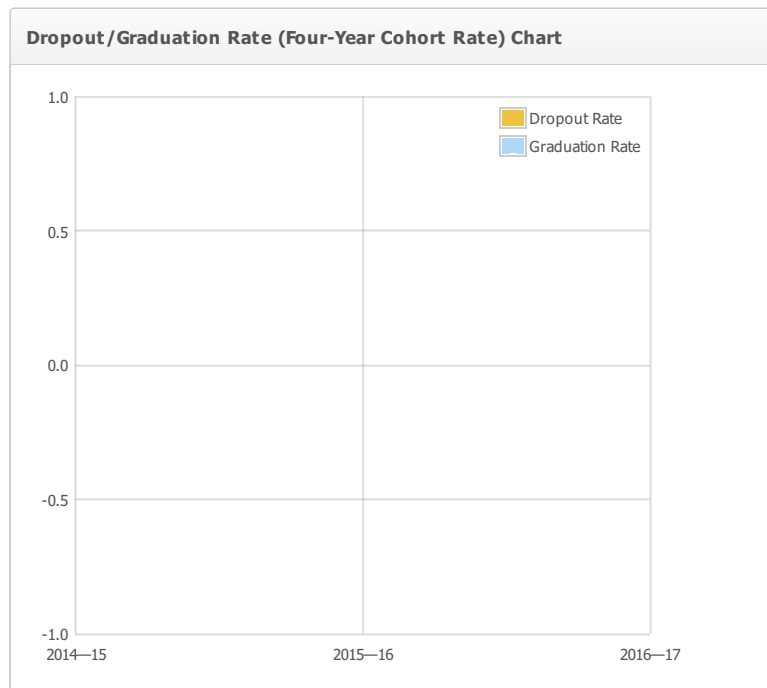
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/23/2019

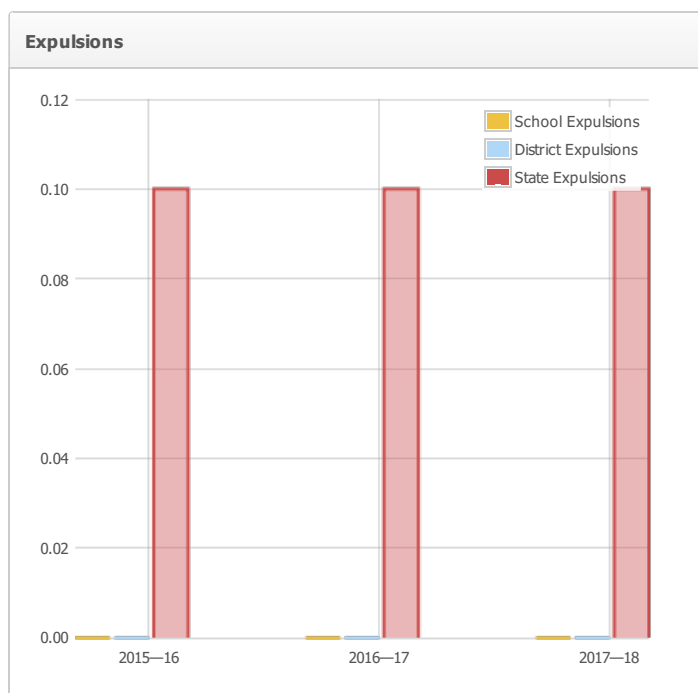
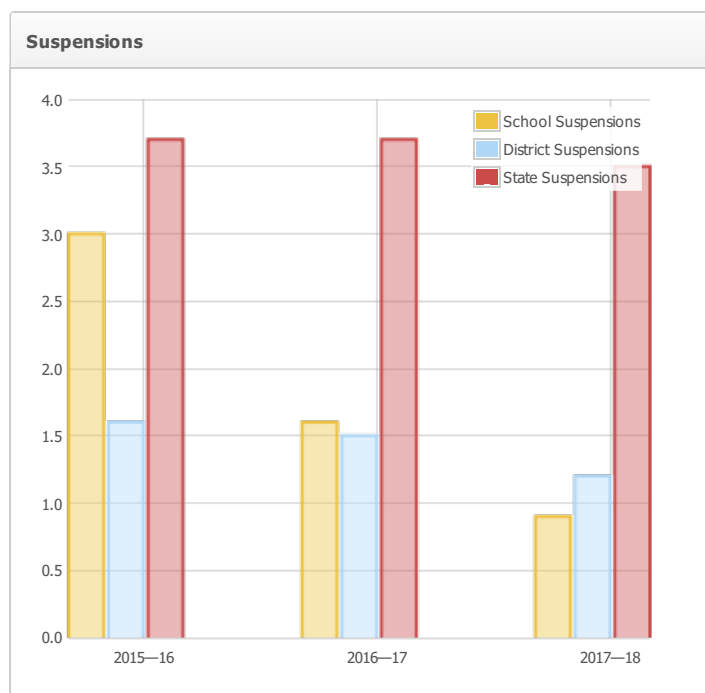
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.0%	1.6%	0.9%	1.6%	1.5%	1.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

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 on December 17, 2018. 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 reviewed with staff: 12/17/18

Last updated: 2/1/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		6	
1	24.0		5	
2	32.0		3	
3	28.0	1	3	
4	33.0		1	2
5	32.0		2	1
6	31.0		3	
Other**	13.0	1		

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	5	
1	30.0		3	
2	31.0		4	
3	27.0	1	3	
4	32.0		2	1
5	32.0		2	1
6	27.0	1	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	4	
1	32.0		3	
2	31.0		3	
3	27.0	1	4	
4	31.0		3	
5	30.0		3	
6	27.0	1	2	1
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: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

*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: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5525.0	\$368.0	\$5157.0	\$90315.0
District	N/A	N/A	\$5141.8	\$89805.0
Percent Difference – School Site and District	N/A	N/A	0.3%	0.6%
State	N/A	N/A	\$7125.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	-27.6%	11.6%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017–18)

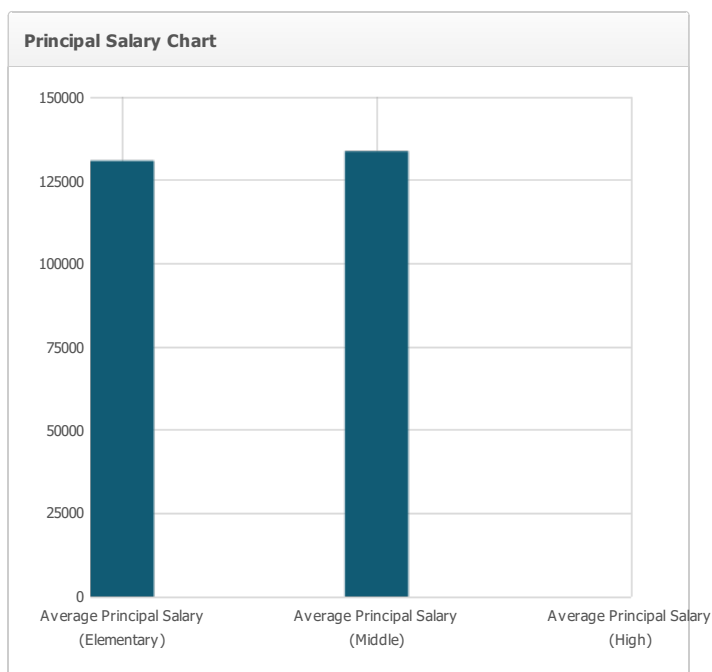
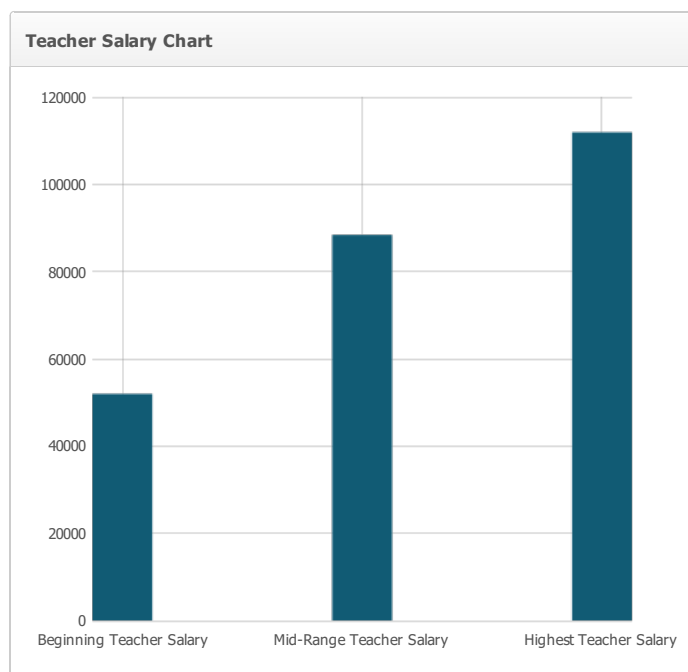
- Teacher Induction
- Gifted and Talented Education
- Instructional Materials and Support Training
- Instructional Technology
- Peer Assistance and Review (PAR)
- School Safety and Violence Prevention
- Special Education
- Title I, Economically Disadvantaged
- Title II, Teacher and Principal Quality
- Title III, Education for English Learners

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,963	\$50,084
Mid-Range Teacher Salary	\$88,402	\$80,256
Highest Teacher Salary	\$111,906	\$100,154
Average Principal Salary (Elementary)	\$130,863	\$125,899
Average Principal Salary (Middle)	\$133,735	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$267,852	\$222,447
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	0.0%

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

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

Last updated: 1/23/2019

Professional Development

2016-2017

Primary Focus

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

Delivery of Professional Development

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

Other Related Professional Development Activities

- Data-Driven instruction
- Differentiated Instruction
- Technology Integration
- Marzano Instructional Strategies
- Systematic ELD
- Response to Intervention
- Thinking Maps

- Writer's Workshop

2017-2018

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
- Cognitively Guided Instruction
- Balanced Literacy

2018/2019

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: 2/1/2019