

## Robert C. Fisler 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.



### Julienne Lee, Principal

Principal, Robert C. Fisler Elementary

### About Our School

Robert C. Fisler School is located in the Western section of the City of Fullerton in the County of Orange. Robert C. Fisler School serves students in kindergarten through eighth grade. The school population of 920 students is composed of diverse backgrounds. Eighty-four percent of our students are Asian, six percent are Caucasian, five percent are Hispanic, four percent are of two or more races, and one percent are African American. Robert C. Fisler School offers a wide range of unique educational opportunities. With the highest number of GATE identified students in the Fullerton School District, instruction focuses on furthering depth and complexity of content to enhance students' learning opportunities. Fisler School offers a 1:1 laptop program for grades third through eighth and a 1:1 iPad program for grades first and second. Students use technology to access curriculum, reinforce skills, and extend learning.

### Contact

Robert C. Fisler Elementary  
1350 Starbuck St.  
Fullerton, CA 92833-5668

Phone: 714-447-2890  
E-mail: [julienne\\_lee@myfsd.org](mailto:julienne_lee@myfsd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Bob Pletka
<b>E-mail Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Web Site</b>	<a href="http://www.fullertonsd.org/">www.fullertonsd.org/</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Robert C. Fisler Elementary
<b>Street</b>	1350 Starbuck St.
<b>City, State, Zip</b>	Fullerton, Ca, 92833-5668
<b>Phone Number</b>	714-447-2890
<b>Principal</b>	Julienne Lee, Principal
<b>E-mail Address</b>	<a href="mailto:julienne_lee@myfsd.org">julienne_lee@myfsd.org</a>
<b>Web Site</b>	<a href="http://www.fullertonsd.org/fisler/">www.fullertonsd.org/fisler/</a>
<b>County-District-School (CDS) Code</b>	30665060102582

Last updated: 1/27/2019

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

#### School's Mission Statement:

At Robert C. Fisler School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

#### School's Vision Statement:

The Fisler School community comes together based on a vision to develop students into the innovators of today. Fisler students become the forward-thinkers, strategists, and leaders who transform their future and innovate solutions for a better world.

#### School's Behavior Statement:

Robert C. Fisler School is a community of kind, safe, respectful and responsible citizens. We are dedicated to creating a positive learning environment.

As an Apple Distinguished School for twelve straight years, Robert C. Fisler School's vision for technology integration has drawn international attention through its 1:1 laptop program. With a focus on 21st Century Learning, project-based learning is integrated throughout the curriculum. Students in grades three through eight use individual laptops to master rigorous content and performance standards. Students in first and second grade have access to individual tablets. Students use Apple Creativity and Productivity applications to design, create, invent, and engineer ideas and products using technology through Project Based Learning and Design Thinking. Other web-based programs offered at Robert C. Fisler School include Rosetta Stone, Accelerated Reader, IXL, and BrainPop. Aided by Apple Macbooks, mobile devices, and other digital resources, technology becomes a critical and integrated part of learning and is used to solve problems; students use technology to become programmers, engineers, inventors and designers. Students create, communicate, collaborate and critically think in a technology-rich environment.

There is a school-wide focus on progressive coding skills across the grade levels. Kindergarteners learn about coding through Kibo and Beebots; first graders program Ozobots, second graders program Dash robots; third graders build and program Lego Mindstorm EV3 robots; fourth graders learn advanced coding through Scratch and program circuitry, using Makey Makey and Little Bits, to create and build inventions; fifth grade students learn language-based coding through Python and use programmable drones; and 6th graders learn about cyber security, how to protect assets and "break in" to systems, and use language based coding to build and hack simple networks. Middle school students learn animation, html coding, photography, robotics, and web design through technology class and/or electives. In addition to electives, middle school students explore their passions during Compass Time (PATHFinder Program.) Additionally, 6th-8th grade students are given an opportunity to take AP Computer Science A Exam. Middle school students join clubs and teams such as Junior Honors Society, Science Olympiad, Mathena (math club), Math Field Day, and after school sports programs.

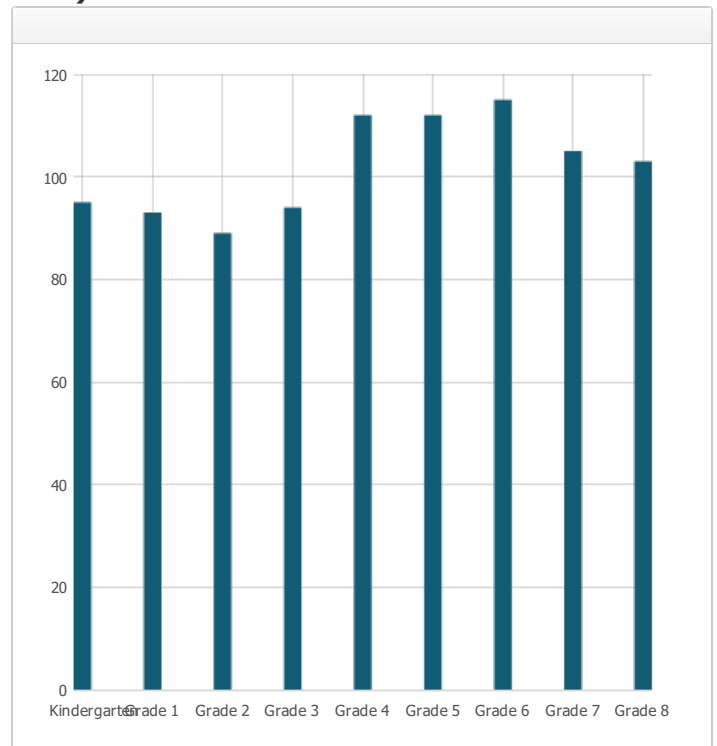
Rich hands-on science activities are infused through the use of scientific probes, ProScopes, 3D printers and laser cutters. Additional highlights include a fully equipped science lab and a state of the art multi-purpose room with three stage production areas. Our goal, with the help of our parents, is to infuse our school and students' homes with an unparalleled level of technology and science to enhance their children's education. Fisler School continues to offer all children a world-class education in our high-tech facility. Students learn relevant, real world skills and how these skills impact the world today.

Digital citizenship is explicitly taught through Common Sense Media. Grade levels choose a focus area and report on the lesson/project twice a year to administration. Robert C. Fisler School is Digital Citizenship Certified School through Common Sense Media.



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

Grade Level	Number of Students
Kindergarten	95
Grade 1	93
Grade 2	89
Grade 3	94
Grade 4	112
Grade 5	112
Grade 6	115
Grade 7	105
Grade 8	103
Total Enrollment	918



Last updated: 1/27/2019

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

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	%
Asian	75.3 %
Filipino	6.6 %
Hispanic or Latino	6.9 %
Native Hawaiian or Pacific Islander	%
White	4.8 %
Two or More Races	4.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.1 %
English Learners	24.9 %
Students with Disabilities	2.7 %
Foster Youth	%

## A. Conditions of Learning

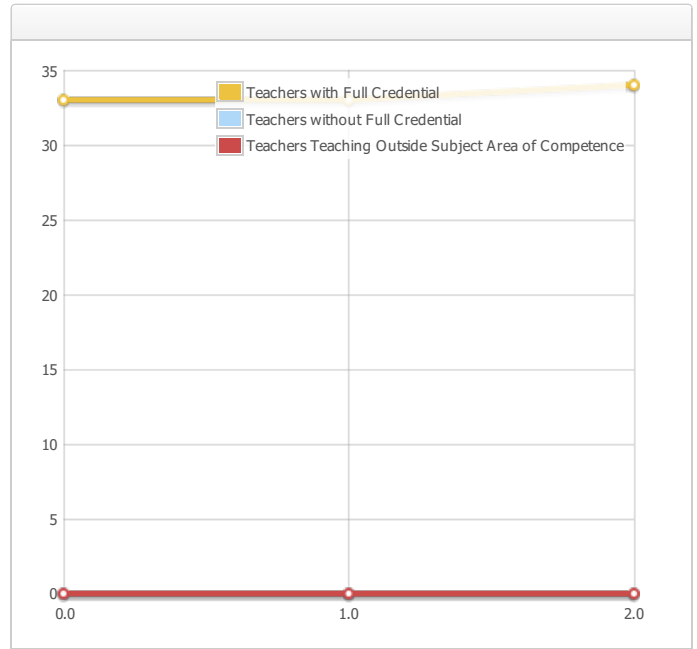
### State Priority: Basic

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

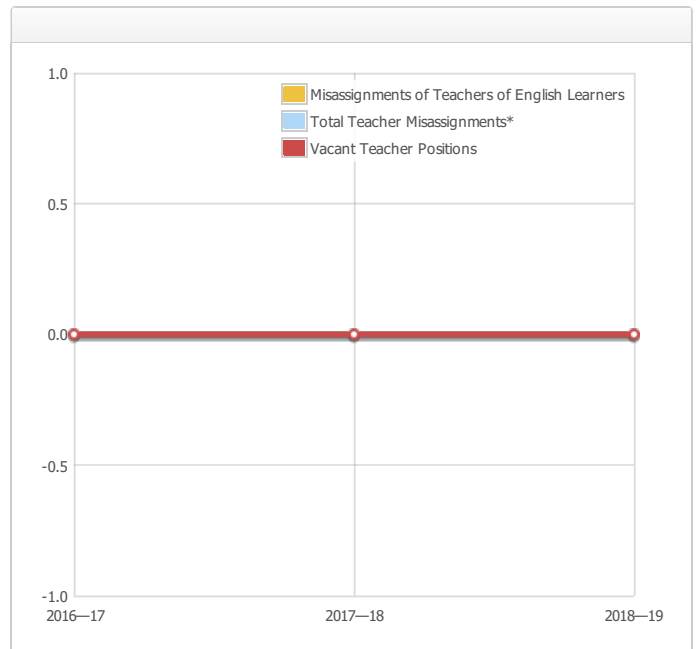
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	33	34	530
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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"> <li>McGraw-Hill K-8</li> </ul>	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> <li>Houghton Mifflin Go Math K-8</li> <li>McGraw Hill Geometry 8</li> </ul>	Yes	0.0 %
Science	<ul style="list-style-type: none"> <li>Houghton Mifflin K-5</li> <li>McDougal Littell 6-8</li> </ul>	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> <li>Houghton Mifflin K-5</li> <li>McDougal Littell 6-8</li> </ul>	No	0.0 %
Foreign Language	<ul style="list-style-type: none"> <li>En Español 7-8</li> <li>Vista Higher Learning Spanish 7-8</li> <li>Vista Higher Learning French 7-8</li> </ul>	Yes	0.0 %
Health	<ul style="list-style-type: none"> <li>Dairy Council of California (grade appropriate materials)</li> <li>Too Good for Drugs (grades 4-6)</li> <li>2004-05 Holt McDougal Decisions for Health 7</li> <li>TeenTalk 7</li> </ul>	Yes	0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> <li>"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</li> <li>Instrumental music (grades 5-6)</li> <li>Band and string instruments and musical scores (grades 7-8)</li> </ul>	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: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/29/2019*

## 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)	89.0%	90.0%	55.0%	59.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	84.0%	84.0%	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: 1/27/2019*



## 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	653	643	98.47%	89.89%
Male	344	338	98.26%	87.28%
Female	309	305	98.71%	92.79%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	484	474	97.93%	91.56%
Filipino	33	33	100.00%	87.88%
Hispanic or Latino	39	39	100.00%	82.05%
Native Hawaiian or Pacific Islander	--	--	--	
White	35	35	100.00%	85.71%
Two or More Races	51	51	100.00%	86.27%
Socioeconomically Disadvantaged	119	118	99.16%	85.59%
English Learners	240	231	96.25%	83.12%
Students with Disabilities	18	17	94.44%	35.29%
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: 1/27/2019

## 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	653	652	99.85%	83.74%
Male	344	343	99.71%	84.55%
Female	309	309	100.00%	82.85%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	484	483	99.79%	87.16%
Filipino	33	33	100.00%	75.76%
Hispanic or Latino	39	39	100.00%	74.36%
Native Hawaiian or Pacific Islander	--	--	--	
White	35	35	100.00%	74.29%
Two or More Races	51	51	100.00%	72.55%
Socioeconomically Disadvantaged	119	119	100.00%	78.99%
English Learners	240	240	100.00%	75.00%
Students with Disabilities	18	17	94.44%	64.71%
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: 1/27/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: 1/27/2019*

# 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: 1/27/2019*

## 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)

A number of advisory councils and community resources support the school program; including an involved PTSA, a devoted School Site Council, a committed Foundation (F2AST), a dedicated School Safety Committee, and a supportive English Language Advisory Committee (ELAC) that contributes many hours on campus to support student learning.

#### 1. ELAC (English Language Advisory Committee)

- Advocating for English Learners
- Supporting with parent workshops and trainings
- Providing language support (translations)
- Assist in making school-wide decisions.
- Providing administration with parent input via the ELAC meetings/Youth Truth Survey
- Attending DELAC meetings in support of district initiatives.
- Input on School safety

#### 2. PTSA

- Helps build strong relationships with families, staff, and administration based on student interest
- Recruiting and coordinating volunteers/support
- Organizing parent training opportunities
- Planning teacher appreciation activities
- Supporting student learning through fundraising events

#### 3. Safety Committee

- Comprised of administration, support staff, and parent representatives
- Meets regularly to debrief on drills
- Discuss safety concerns
- Develop action plans to improve safety protocol on campus

#### 4. School Site Council

- Developing, monitoring, implementing, and evaluating the School's Single Plan for Student Achievement
- Provides inputs and approval of the school's safety plan.
- Provides inputs/suggestions for improvement

- Share LCAP information

## 5. F2AST Foundation

- Fisler Foundation for the Advancement of Science and Technology is a 501(c)(3) status non-profit educational organization created by parents, teachers and administrators to raise funds to help meet budget shortfalls in science and technology.
- Mission Statement: To enhance the science and technology programs at Robert C. Fisler School in furtherance of 21st century learning.
- Vision: The underlying tenet of F2AST is straightforward: The whole is greater than the sum of its parts. F2AST knows that the quality of a child's education is based on the partnership between the parents, educators, and the community. Together, let's overcome today's unprecedented budget crisis and give our children the quality education they deserve.

Goals: F2AST has three fundamental goals:

1. To make-up for district funding shortages that would have eliminated the Laptops for Learning program years ago.
2. To purchase student-centered software that is curriculum-specific for each grade level.
3. To provide financial support for science and technology initiatives.

The Fisler community participates in City of Fullerton and Fullerton District Events events such as Face of Fullerton, Fullerton Fit Families, All the Arts Art Auction, Toast to Learning, Rotary Club Jog-a-thon, and Needlework Guild of America events.

# State Priority: Pupil Engagement

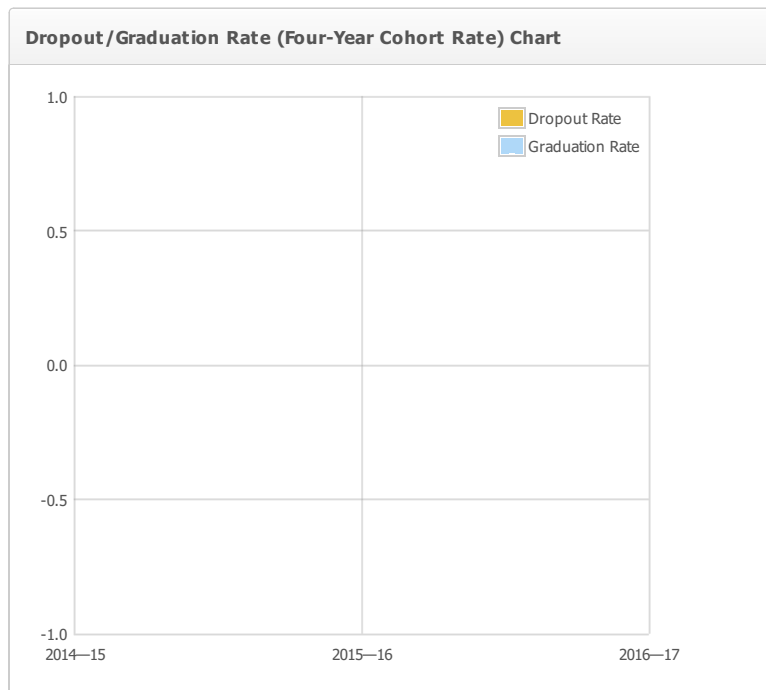
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/27/2019

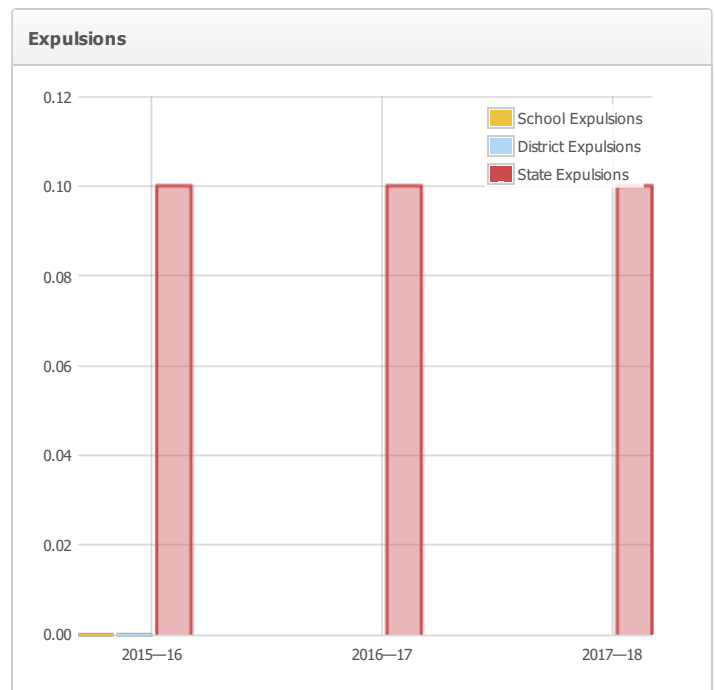
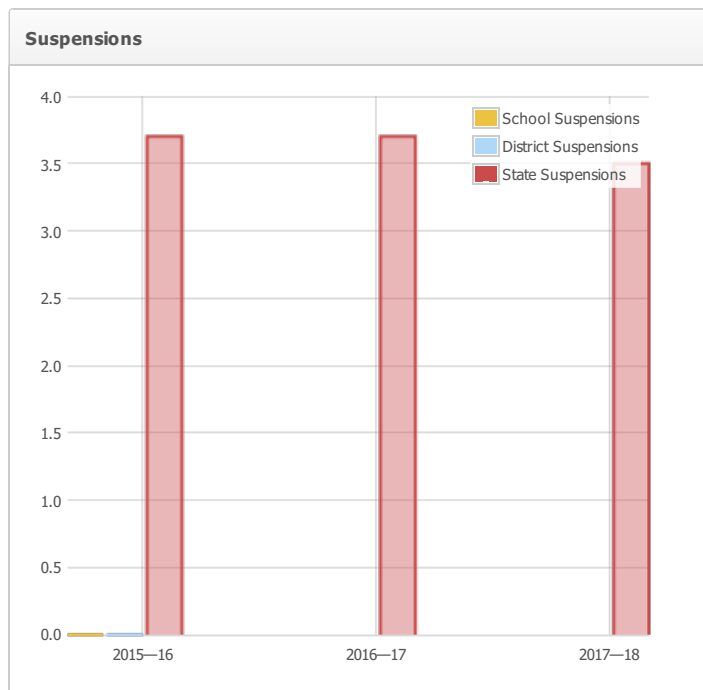
# State Priority: School Climate

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	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/27/2019

## 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 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 reviewed with staff: 1/7/18  
 Approved by School Site Council: 1/23/18

Last updated: 1/27/2019



## 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	27.0		3	
1	22.0	1	3	
2	32.0		3	
3	32.0		4	
4	30.0		2	1
5	33.0		2	2
6	28.0	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		3	
1	29.0		3	
2	24.0	1	3	
3	31.0		3	
4	32.0		2	2
5	35.0			3
6	25.0	2	3	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	32.0		3	
1	31.0		3	
2	30.0		3	
3	24.0	1	3	
4	32.0		2	1
5	32.0		1	3
6	26.0	2	8	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: 1/27/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	1	7	5
Mathematics				
Science	31.0	1	3	3
Social Science	29.0	1	5	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	2	4	8
Mathematics	1.0	1		
Science	34.0		1	5
Social Science	30.0	1	4	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	34.0	1	1	11
Mathematics	30.0		5	2
Science	34.0		1	5
Social Science	33.0		2	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/27/2019*

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	1.0	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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5220.0	\$280.0	\$4940.0	\$90749.0
District	N/A	N/A	\$5141.8	\$89805.0
Percent Difference – School Site and District	N/A	N/A	-3.9%	1.1%
State	N/A	N/A	\$7125.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	-30.7%	12.2%

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017–18)

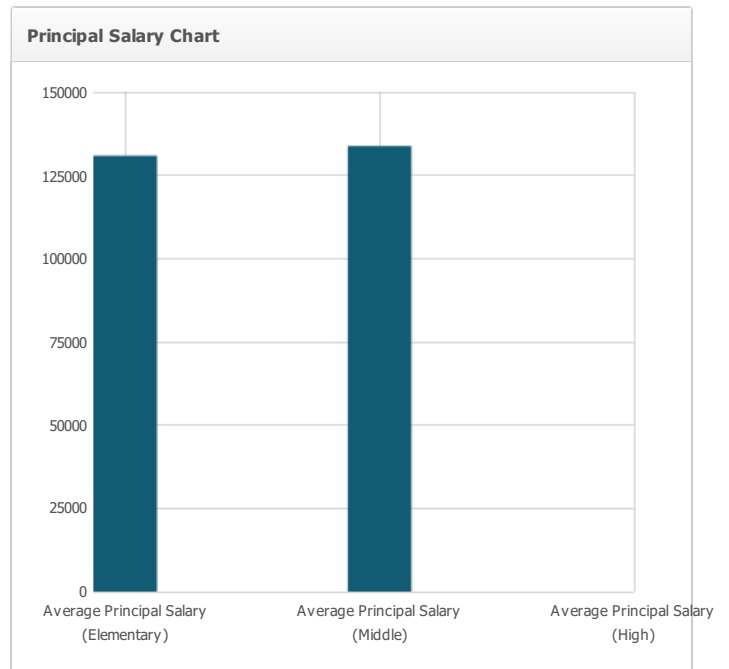
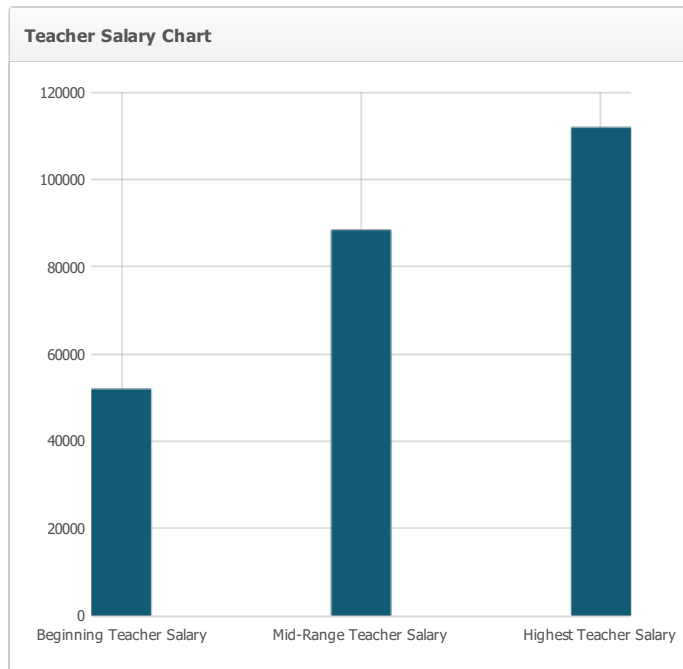
- Teacher Induction
- Gifted and Talented Education
- Instructional Materials and Support Training
- Instructional Technology
- Peer Assistance and Review (PAR)
- School Safety and Violence Prevention
- Special Education
- Title I, Economically Disadvantaged
- Title II, Teacher and Principal Quality
- 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: 1/27/2019

**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: 1/27/2019

**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*