

Imperial Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Imperial Elementary School
Street	400 S. Imperial Highway
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6282
Principal	Gigi Kelley
E-mail Address	gkelley@orangeusd.org
Web Site	http://www.orangeusd.org/imperial/index.asp
CDS Code	30-66621-6096333

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Orange Unified School District is also provided. Unless otherwise specified, the information provided in this report is from the 2014/15 school year.

Imperial is located in a residential area in North Orange County within the city of Anaheim, and maintains modified traditional calendar. Approximately 485 students were enrolled in grades kindergarten through six during the 2015/16 school year. Imperial is one of 27 elementary schools in the Orange Unified School District. The school opened in 1976 and was designed with the open classroom concept. Although some walls have been added, enough openness remains to allow for convenient teaming and inter-class groupings.

At Imperial we are dedicated to providing a high quality education for all children. We foster creative, confident students who are able to think critically and communicate through collaborative learning, enabling them to become productive members of the global community, leaving a lasting imprint on our society.

Our main purpose at Imperial is to ensure a safe and challenging learning environment for the care, development and maximum learning of every student. A comprehensive educational program is in place, using state and district curricular standards, to meet the needs of all students. Staff members work together to choose the most effective instructional strategies and methods providing multiple opportunities for every child to succeed. Community and parent partnerships are integral in Imperial's ability to further support student citizenship and character development, student interest and engagement, and opportunities for extended learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	86
Grade 1	61
Grade 2	70
Grade 3	66
Grade 4	58
Grade 5	71
Grade 6	66
Total Enrollment	478

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	13.8
Filipino	3.6
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.4
White	56.7
Two or More Races	1
Socioeconomically Disadvantaged	13
English Learners	9.2
Students with Disabilities	16.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	20	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Materials are fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Materials are fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Imperial Elementary School meets most or all standards for good repair. Over the past two years, the school has received new carpeting in the classrooms and the office. The school provides a safe learning environment, both inside and outside the building. Should items need repair they are noted immediately, with those identified as a safety concern being addressed immediately.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			18: 2: Room hot, not moving air 4: Ceiling tiles damaged 12: Exterior wood checked and peeling
Interior: Interior Surfaces			X	10: 4: Ceiling tiles cracked and sagging 15: 4: Wall scuffed up at entry 18: 2: Room hot, not moving air 4: Ceiling tiles damaged 12: Exterior wood checked and peeling 42: 4: Storage room missing light diffuser; peeling paint on ceiling 9: Fountain fix
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			44: 7: Data box loose on wall

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			14: 9: Fountain missing cap/cover on handle 42: 4: Storage room missing light diffuser; peeling paint on ceiling 9: Fountain fixture is loose 43: 9: Fountain fixture is loose 12: Exterior wood checked and peeling Kitchen: 4: Counter bull-nose damaged 9
Safety: Fire Safety, Hazardous Materials	X			Office Principal, Conf: 10: Cover off fire box in Health Office R/R.
Structural: Structural Damage, Roofs		X		17: 12: Exterior wood cracked and peeling 18: 2: Room hot, not moving air 4: Ceiling tiles damaged 12: Exterior wood checked and peeling 41: 12: Exterior wood cracked and peeling, stucco needs paint. 43: 9: Fountain fixture is loose 12: Exterior wood c
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Daycare Portable: 4: Door needs painting 12: Skirts rusting and wooden sections warping; exterior paint peeling and flaking 15: Threshold on South door damaged Playground: 14: Individual monkey bars - chains are worn at hook

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/1/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	67	50	53	44	48
Mathematics	49	56	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	61	89.7	70.5
	4	59	58	98.3	63.8
	5	73	69	94.5	69.6
	6	66	64	97.0	65.6
Male	3	29	24	82.8	58.3
	4	29	29	100.0	65.5
	5	31	29	93.5	79.3
	6	32	31	96.9	51.6
Female	3	39	37	94.9	78.4
	4	30	29	96.7	62.1
	5	42	40	95.2	62.5
	6	34	33	97.1	78.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	13	12	92.3	75.0
	4	--	--	--	--
	5	12	12	100.0	75.0
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	13	12	92.3	66.7
	4	--	--	--	--
	5	14	13	92.9	53.9
	6	13	13	100.0	53.9
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	31	26	83.9	69.2
	4	38	38	100.0	63.2
	5	39	36	92.3	75.0
	6	37	35	94.6	77.1
Two or More Races	3	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	16	14	87.5	57.1
	6	12	12	100.0	41.7
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	12	10	83.3	10.0
	6	14	13	92.9	15.4
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	61	89.7	80.3
	4	59	57	96.6	47.4
	5	73	70	95.9	41.4
	6	66	64	97.0	54.7
Male	3	29	24	82.8	79.2
	4	29	28	96.5	60.7
	5	31	30	96.8	60.0
	6	32	31	96.9	41.9
Female	3	39	37	94.9	81.1
	4	30	29	96.7	34.5
	5	42	40	95.2	27.5
	6	34	33	97.1	66.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	6	--	--	--	--
Asian	3	13	12	92.3	100.0
	4	--	--	--	--
	5	12	12	100.0	58.3
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	13	12	92.3	66.7
	4	--	--	--	--
	5	14	13	92.9	15.4
	6	13	13	100.0	38.5
Native Hawaiian or Pacific Islander	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	31	26	83.9	76.9
	4	38	37	97.4	48.6
	5	39	37	94.9	46.0
	6	37	35	94.6	62.9
Two or More Races	3	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	16	14	87.5	28.6
	6	12	12	100.0	41.7
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	12	10	83.3	10.0
	6	14	13	92.9	7.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	89	89	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	73	70	95.9	88.6
Male	31	30	96.8	90.0
Female	42	40	95.2	87.5
Asian	12	12	100.0	91.7
Hispanic or Latino	14	13	92.9	84.6
White	39	37	94.9	91.9
Socioeconomically Disadvantaged	16	14	87.5	78.6
Students with Disabilities	12	10	83.3	60.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	38.4	31.5

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Imperial Elementary is proud of the generous support and involvement of its parents and community. Many of our parents volunteer their time and talents in the classroom often assisting teachers in working with individual or small groups of children, on special projects, or helping with a variety of necessary tasks. In addition, volunteers participate in assisting with school pictures, vision and hearing screenings, school sponsored activities, and special events during the school year. Parents also coordinate numerous activities including Outdoor Education fundraisers, Holiday Boutique, Birthday Book Club, Book Fairs, Red Ribbon Week, Family Nights for Reading, Math and/or Science, Spring Carnival, and sixth grade promotion.

Imperial PTA contributes directly to educational activities and core curriculum. Profits from fundraisers provide students with the Art Masters Program, Family Nights, and a variety of assemblies and/or other educational events. Supplementary funds for field trips are also provided. PTA funds purchase library books, quizzes for our Reading Counts program, software and equipment for the computer lab, classroom materials and student incentive rewards. The Imperial Elementary School PTA annually supports extra/co-curricular enrichment programs, field trips, classroom supplies, instructional and student technology and other items as needed. Imperial Elementary receives support with funds or services from the local community organizations and businesses. Imperial also benefits from a program with Canyon High School, "Careers in Education". This program allows juniors and seniors at Canyon High School who are looking to become teachers, an opportunity to come into our classrooms to receive mentoring and valuable experiences working with children.

Imperial's School Site Council and English Learners Advisory Committee, meet five to six times a year to oversee the implementation of the School Improvement Plan, School Safety Plan and school budget. The council consists of parents and teachers working together to address issues of curriculum, instruction and assessment.

Imperial students and staff benefit directly from such a supportive and involved parental community.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. Key elements outlined in the plan are: to provide a safe teaching and learning environment; that all students are safe when traveling to and from school; that district programs and community resources are made available to students and parents; and that the school provides an environment where everyone effectively communicates in a manner that is respectful to all cultural, racial and religious backgrounds.

A safe and secure learning environment is a priority for Imperial. Emergency evacuation drills are held monthly according to education code. The school's PTA purchased equipment and supplies for every classroom for emergency use. Partnered with School Messenger, a system is in place that enables administrators to schedule, send and track personalized voice messages to their school community for outreach and emergency purposes. In addition, all schools in the district are linked through an emergency radio contact system and district radio drills are held periodically for preparation in case of emergency. The staff and community work together to maintain a safe campus. School-wide & classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In compliance with SB187, the safety committee has prepared a "Safe School Plan" which is (on file) in the school office and is available for perusal upon request. Imperial Elementary staff works diligently at adhering to the Safe Schools Plan developed and monitored by the School Site Council.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	3		24	1	3		24	1	3	
1	30		2		29		2		29		2	
2	33			2	32		2		32		2	
3	27	1	2		26	1	2		26	1	2	
4	32		1		31		2		31		2	
5	35			2	27		2		27		2	
6	28	1	1	1	27	1		2	27	1		2

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3453.63	25.51	3428.12	50135.84
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	-11.1	-32.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-36.1	-31.3

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

Types of Services Funded (Fiscal Year 2015-16)

The following support services are available to meet the needs of all students:

- Intervention/remediation/acceleration programs
- Support for ELL instruction
- Instructional Assistants (Special Education)
- Staff Professional Development
- Researched proven, supplemental instructional materials

LCFF funds were used to purchase ChromeBooks and other technology supplies. Supplemental materials for English Learners were also purchased with LCFF funds. These funds also supplied extra earnings for staff as they offered after school tutoring or family nights. PTA Funds and donations cover the costs of transportation for field trips, assemblies, Red Ribbon Week activities, technology needs, books, incentives for students and, instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Staff development opportunities were provided during staff meetings or District provided training. In response to student achievement data and District Strategic Plan, the Staff identified behavior management and supports as the area of focus for the school year.

School Based staff development is on-going, taking place during our early release Wednesday schedule. During these times, teachers focus upon the implementation of School-Wide Best Practices in Instruction and Learning; Write From the Beginning and Beyond (WFTBB), Thinking Maps, Data Analysis, and Use of Adopted Curriculum, Hands-On Science Learning Materials Kits, and Instructional Technology. Our staff also analyzes student learning data to determine strengths and weaknesses of individual student, class and our school-wide learning, during their Professional Learning Community (PLC) opportunities.

Teachers are supported in the implementation of professional development through grade level team/peer-coaching, principal observation and feedback, and through student performance data reporting and analysis protocols.

Instructional assistants also receive on-going district training in instructional strategies, support for individuals with visual impairments, and classroom management techniques.