

# Captain Raymond Collins

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruth Perez
<b>E-mail Address</b>	<a href="mailto:RPerez@paramount.k12.ca.us">RPerez@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Captain Raymond Collins
<b>Street</b>	6125 Coke St.
<b>City, State, Zip</b>	Long Beach, Ca, 90805-3925
<b>Phone Number</b>	562-602-8008
<b>Principal</b>	Scott Law, Principal
<b>E-mail Address</b>	<a href="mailto:slaw@paramount.k12.ca.us">slaw@paramount.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19648736021380

*Last updated: 1/27/2016*

### School Description and Mission Statement - Most Recent Year

Captain Raymond Collins is a Transitional Kindergarten through 5th grade school. We serve students in Long Beach, Lakewood, Bellflower and Paramount and are a part of the Paramount Unified School District although we are located in the City of Long Beach. Our student population is multi-ethnic with students from many socio-economic and cultural backgrounds.

Our goal this year is to significantly improve student achievement while also enhancing students' ethical and social development via the Safe and Civil Program.

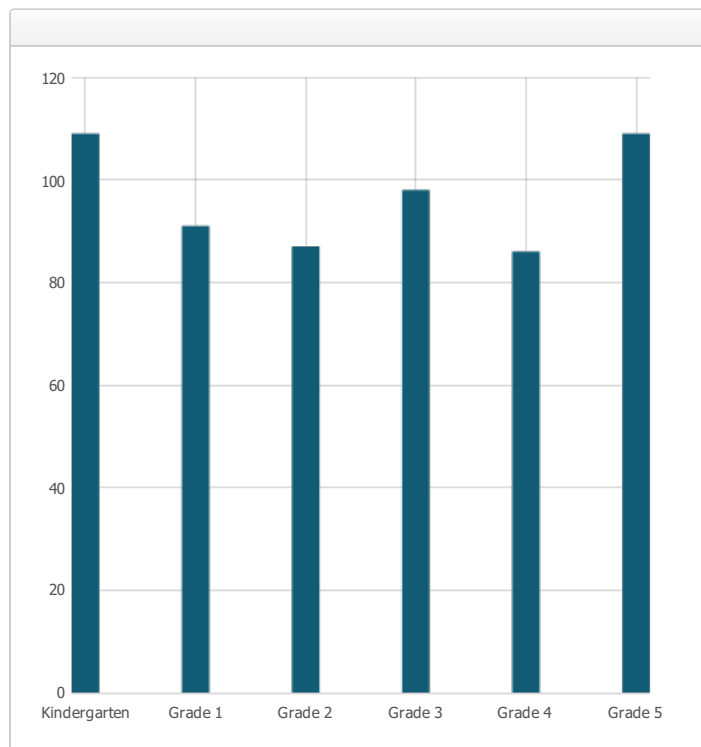
We serve our community on traditional calendar. Collins is one of four Special Education hub schools in the school district. As such, we serve identified 1st – 5h grade special needs students in RSP and Special Day Class.

The Captain Raymond Collins staff and community believe that each child has the right to a quality education and that we have the responsibility to promote the growth and development of students to become contributing, productive citizens, in a diverse society. For each child to realize his/her potential, our school is committed to helping each student develop basic academic, social, and physical skills in order to cultivate intellectual prowess and moral sensitivities.

*Last updated: 1/26/2016*

## Student Enrollment by Grade Level (School Year 2014-15)

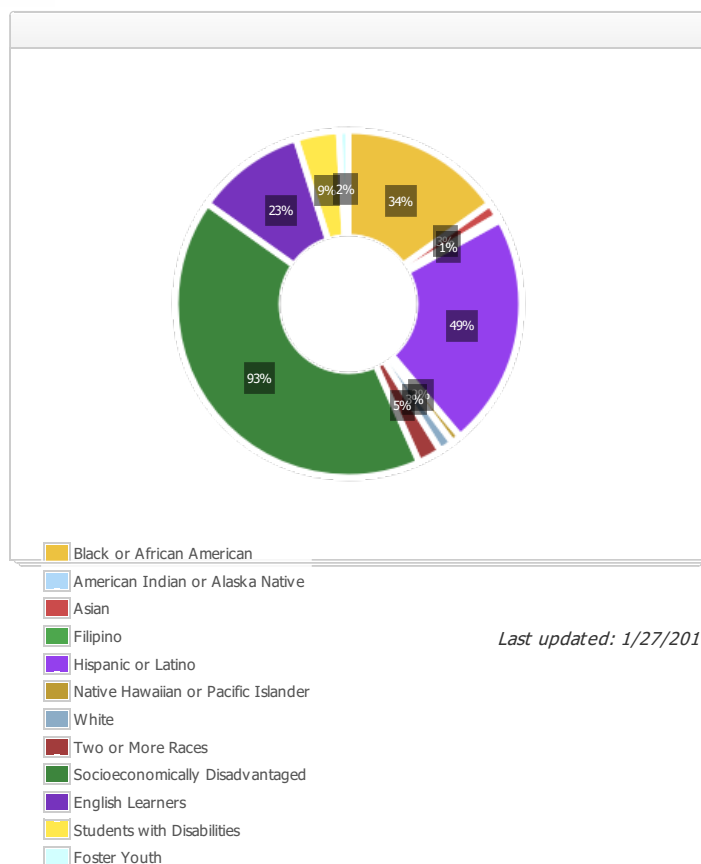
Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	87
Grade 3	98
Grade 4	86
Grade 5	109
Total Enrollment	580



Last updated: 1/27/2016

## Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	34.5 %
American Indian or Alaska Native	0.3 %
Asian	3.1 %
Filipino	1.0 %
Hispanic or Latino	49.8 %
Native Hawaiian or Pacific Islander	2.1 %
White	3.6 %
Two or More Races	5.3 %
Socioeconomically Disadvantaged	93.8 %
English Learners	23.4 %
Students with Disabilities	9.7 %
Foster Youth	2.6 %



Last updated: 1/27/2016

## A. Conditions of Learning

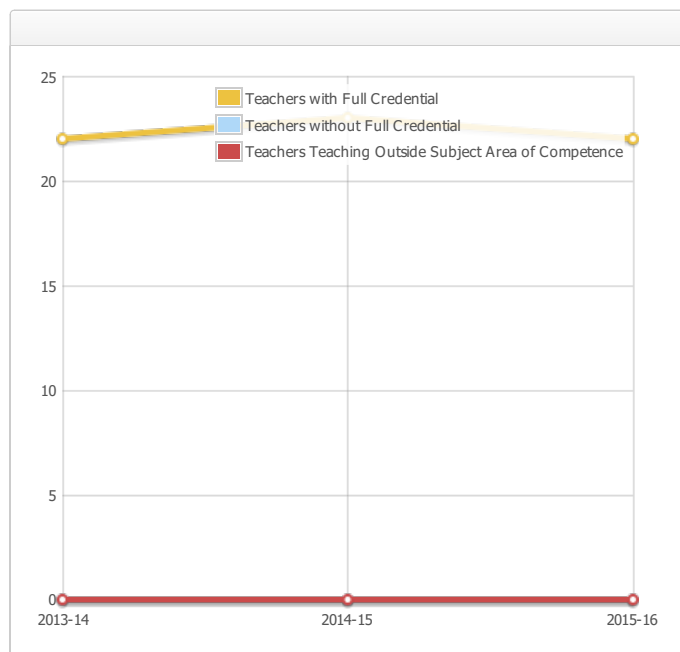
### State Priority: Basic

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

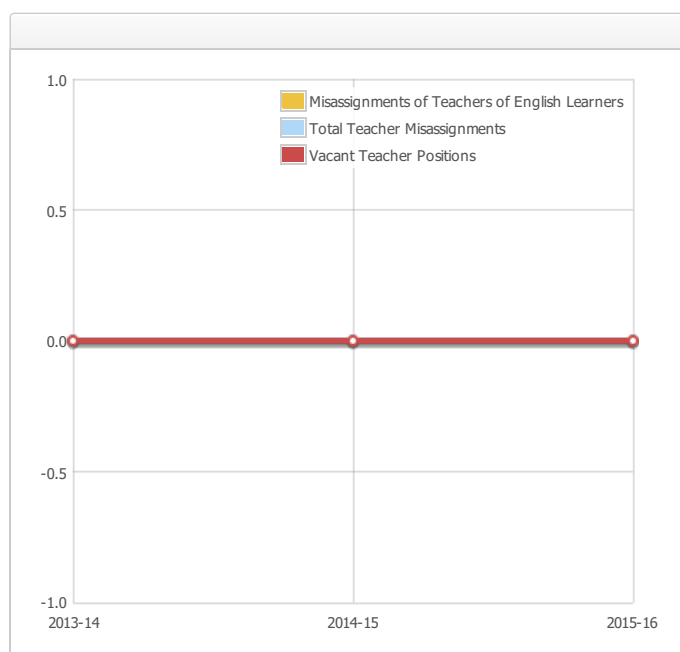
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	23	22	616
Without Full Credential	0	0	0	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	28



Last updated: 12/18/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 12/18/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects 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	0.0%	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 - Most Recent Year**

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(SRA/McGraw Hill) Grade T-K Imagine it! PreK / 2012 (SRA/McGraw Hill) Grade T-K Language for Learning / 2012 (SRA/McGraw Hill) Grade K Language Arts Skills Workbook / 2002 (SRA/McGraw Hill) Grade 1-5 OCR Anthology (Level 1-5) / 2002 (Hampton-Brown) Grade K-5 Into English (Level A-F) / 2001 (Sopris West) Grade 4-5 Language! (Level A-D) / 2001	Yes	0.0 %
Mathematics	(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012 (McGraw Hill) Grade K My Math Grade K / 2014 (McGraw Hill) Grade 1 My Math Grade 1 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 / 2014	Yes	0.0 %
Science	(Houghton Mifflin) Grade K-5 California Science / 2007	Yes	0.0 %
History-Social Science	(Scott Foresman) Grade K-2 California Social Studies / 2006 (Scott Foresman) Grade 3 Our Communities / 2006 (Scott Foresman) Grade 4 Our California / 2006 (Scott Foresman) Grade 5 Our Nation / 2006	Yes	0.0 %
Foreign Language	-		0.0 %
Health	(Mendez Foundation) Grade K-5 Too Good for Drugs / - - (Mendez Foundation) Grade K-5 Too Good for Violence / --	Yes	0.0 %

Visual and Performing Arts	0.0 %
Science Lab Eqpmt (Grades 9-12)	0.0 %

*Last updated: 1/28/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

Collins school is in very good condition for the cleanliness of all classrooms and restrooms.

There have been no major facilities projects this year.

Tree trimming has been completed and all safety lines have been repainted.

There are not any major maintenance repairs needed.

*Last updated: 1/28/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary
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*Last updated: 1/27/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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 Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	103	102	99.0%	57.0%	26.0%	14.0%	3.0%
Male	103	51	49.5%	61.0%	29.0%	8.0%	2.0%
Female	103	51	49.5%	53.0%	24.0%	20.0%	4.0%
Black or African American	103	37	35.9%	62.0%	19.0%	16.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	103	6	5.8%	--	--	--	--
Filipino	103	1	1.0%	--	--	--	--
Hispanic or Latino	103	52	50.5%	60.0%	31.0%	8.0%	2.0%
Native Hawaiian or Pacific Islander	103	1	1.0%	--	--	--	--
White	103	1	1.0%	--	--	--	--
Two or More Races	103	4	3.9%	--	--	--	--
Socioeconomically Disadvantaged	103	51	49.5%	67.0%	24.0%	6.0%	4.0%
English Learners	103	28	27.2%	71.0%	21.0%	7.0%	0.0%
Students with Disabilities	103	8	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/27/2016*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	96	92	95.8%	58.0%	27.0%	11.0%	4.0%
Male	96	36	37.5%	61.0%	31.0%	6.0%	3.0%
Female	96	56	58.3%	55.0%	25.0%	14.0%	5.0%
Black or African American	96	32	33.3%	72.0%	16.0%	9.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	2	2.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	96	51	53.1%	49.0%	33.0%	12.0%	6.0%
Native Hawaiian or Pacific Islander	96	2	2.1%	--	--	--	--
White	96	1	1.0%	--	--	--	--
Two or More Races	96	4	4.2%	--	--	--	--
Socioeconomically Disadvantaged	96	49	51.0%	61.0%	24.0%	10.0%	4.0%
English Learners	96	22	22.9%	59.0%	36.0%	0.0%	5.0%
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/27/2016*

**ELA - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	116	114	98.3%	55.0%	24.0%	18.0%	4.0%
Male	116	61	52.6%	56.0%	20.0%	21.0%	3.0%
Female	116	53	45.7%	55.0%	28.0%	13.0%	4.0%
Black or African American	116	31	26.7%	77.0%	16.0%	6.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	116	6	5.2%	--	--	--	--
Filipino	116	3	2.6%	--	--	--	--
Hispanic or Latino	116	56	48.3%	50.0%	23.0%	21.0%	5.0%
Native Hawaiian or Pacific Islander	116	1	0.9%	--	--	--	--
White	116	10	8.6%	--	--	--	--
Two or More Races	116	7	6.0%	--	--	--	--
Socioeconomically Disadvantaged	116	56	48.3%	63.0%	27.0%	9.0%	2.0%
English Learners	116	21	18.1%	57.0%	29.0%	14.0%	0.0%
Students with Disabilities	116	10	8.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/27/2016*

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	103	102	99.0%	52.0%	23.0%	18.0%	8.0%
Male	103	52	50.5%	58.0%	19.0%	15.0%	8.0%
Female	103	50	48.5%	46.0%	26.0%	20.0%	8.0%
Black or African American	103	37	35.9%	51.0%	24.0%	24.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	103	6	5.8%	--	--	--	--
Filipino	103	1	1.0%	--	--	--	--
Hispanic or Latino	103	52	50.5%	56.0%	23.0%	15.0%	6.0%
Native Hawaiian or Pacific Islander	103	1	1.0%	--	--	--	--
White	103	1	1.0%	--	--	--	--
Two or More Races	103	4	3.9%	--	--	--	--
Socioeconomically Disadvantaged	103	52	50.5%	60.0%	23.0%	13.0%	4.0%
English Learners	103	29	28.2%	66.0%	7.0%	24.0%	3.0%
Students with Disabilities	103	8	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/27/2016*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	96	93	96.9%	40.0%	39.0%	17.0%	4.0%
Male	96	37	38.5%	35.0%	41.0%	19.0%	5.0%
Female	96	56	58.3%	43.0%	38.0%	16.0%	4.0%
Black or African American	96	32	33.3%	47.0%	38.0%	16.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	96	2	2.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	96	52	54.2%	37.0%	40.0%	17.0%	6.0%
Native Hawaiian or Pacific Islander	96	2	2.1%	--	--	--	--
White	96	1	1.0%	--	--	--	--
Two or More Races	96	4	4.2%	--	--	--	--
Socioeconomically Disadvantaged	96	49	51.0%	45.0%	37.0%	16.0%	2.0%
English Learners	96	23	24.0%	30.0%	48.0%	22.0%	0.0%
Students with Disabilities	96	10	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/27/2016*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	116	114	98.3%	62.0%	25.0%	5.0%	6.0%
Male	116	61	52.6%	61.0%	23.0%	8.0%	8.0%
Female	116	53	45.7%	64.0%	28.0%	2.0%	4.0%
Black or African American	116	31	26.7%	84.0%	13.0%	3.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	116	6	5.2%	--	--	--	--
Filipino	116	3	2.6%	--	--	--	--
Hispanic or Latino	116	56	48.3%	50.0%	36.0%	5.0%	7.0%
Native Hawaiian or Pacific Islander	116	1	0.9%	--	--	--	--
White	116	10	8.6%	--	--	--	--
Two or More Races	116	7	6.0%	--	--	--	--
Socioeconomically Disadvantaged	116	56	48.3%	75.0%	18.0%	2.0%	5.0%
English Learners	116	21	18.1%	76.0%	24.0%	0.0%	0.0%
Students with Disabilities	116	10	8.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

*Last updated: 1/27/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	28.0%	10.0%	20.0%	46.0%	50.0%	49.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/27/2016*

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	20.0%
Male	26.0%
Female	14.0%
Black or African American	0.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	28.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	13.0%
English Learners	20.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/27/2016*

# State Priority: Other Pupil Outcomes

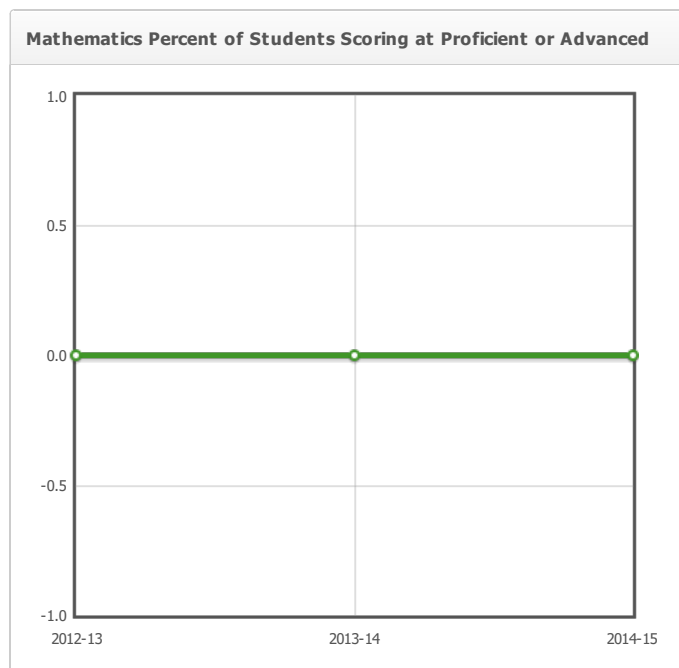
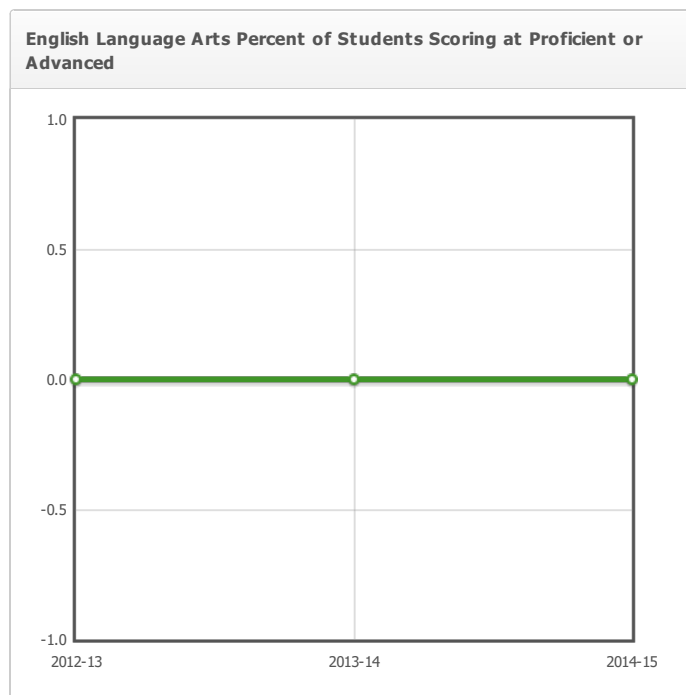
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	45.0%	32.0%	37.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	50.0%	40.0%	41.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/27/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.1%	33.6%	18.2%

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: 1/28/2016



## 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 schoolsite

### Opportunities for Parental Involvement - Most Recent Year

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents in the Spring regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Association (PTA), by being elected a School Site Council (SSC) member and attending the School Site Council meetings, or being elected to the English Language Advisory Committee (ELAC). The School Site Council and English Language Advisory Committees are parent advisory groups that assist the principal and staff with the educational programs at the school. Parents are welcome to volunteer in their child's classroom assisting small groups of students, individual students and/or completing tasks the teacher assigns through the district wide Volunteers Assisting Paramount Students and Staff (VAPSS) Program. An application is picked up from the school office; proof of a TB test as well as a legal identification is required in order to sign up.

Additionally, Collins School is offering Parent workshops, which are a series of classes offered in the evening. Topics include, Bullying, how to help with homework, how to be involved with school, character development, Common core lessons, etc.

# State Priority: Pupil Engagement

*Last updated: 1/26/2016*

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

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

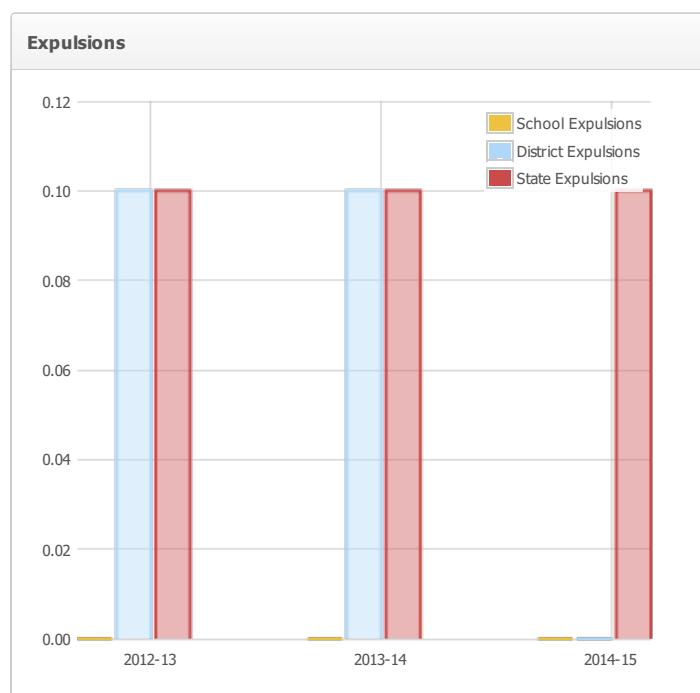
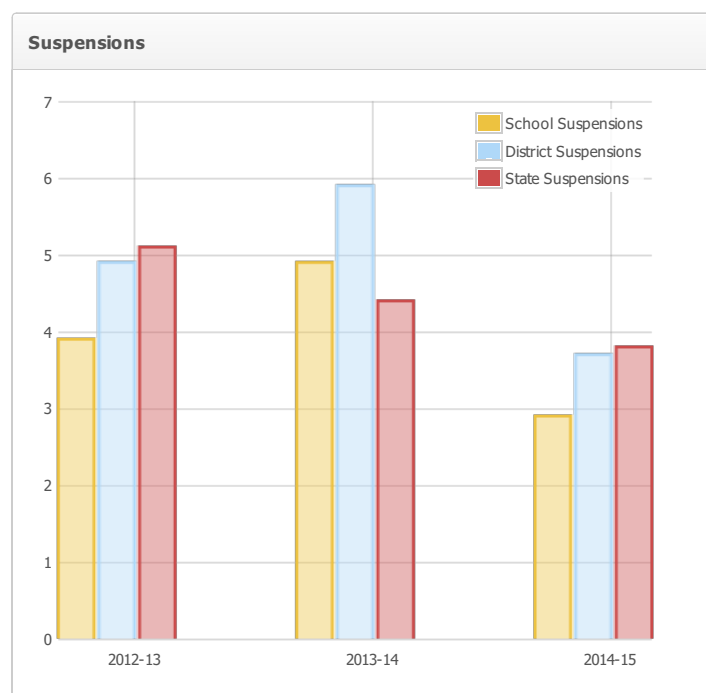
# State Priority: School Climate

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			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.9	4.9	2.9	4.9	5.9	3.7	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/27/2016

## School Safety Plan - Most Recent Year

The School Safety Plan is updated annually. The key elements of the plan involve policy, procedure and education code on the following issues:

- Mandated Costs
- Child Abuse Reporting
- Parent Liability
- Employee Discipline
- Student Discipline
- Keeping a Drug, Tobacco and Alcohol Free Campus
- Dress Code Issues
- Sexual Harassment
- Disaster Preparedness

The School Safety Plan is reviewed by our site Safety Committee as well as School Site Council for review annually.

*Last updated: 1/26/2016*

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/27/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	68.4%

Note: Cells with NA values do not require data.

Last updated: 1/27/2016

### Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Number of Classes Distribution (continued)												
2012-13					2013-14				2014-15			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.0		3		34.0		1	3	27.0			4
1	25.0		4		29.0		3		27.0			3
2	29.0		3		32.0		3		26.0			3
3	23.0	1	2		26.0	1	3		23.0	1		4
4	33.0		2	2	37.0			2	28.0			2
5	28.0	1	1	2	30.0	1		2	28.0	1	1	3
6												
Other	9.0	1			36.0			1				

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

Last updated: 1/27/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor	1.0	580.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	4.0	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: 12/18/2015*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4603.0	\$170.0	\$4434.0	\$78253.0
District	N/A	N/A	\$1740.0	\$75970.0
Percent Difference – School Site and District	N/A	N/A	154.8%	3.0%
State	N/A	N/A	\$5348.0	\$71529.0
Percent Difference – School Site and State	N/A	N/A	-17.1%	9.4%

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

*Last updated: 1/11/2016*

## Types of Services Funded (Fiscal Year 2014-15)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Economic Impact Aid – Limited English Proficient – A state program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Gifted and Talented Education (GATE) – A state funded program within the Local Control Funding Formula (LCFF) designed to provide gifted and talented students with integrated and differentiated learning experiences within the regular school day.

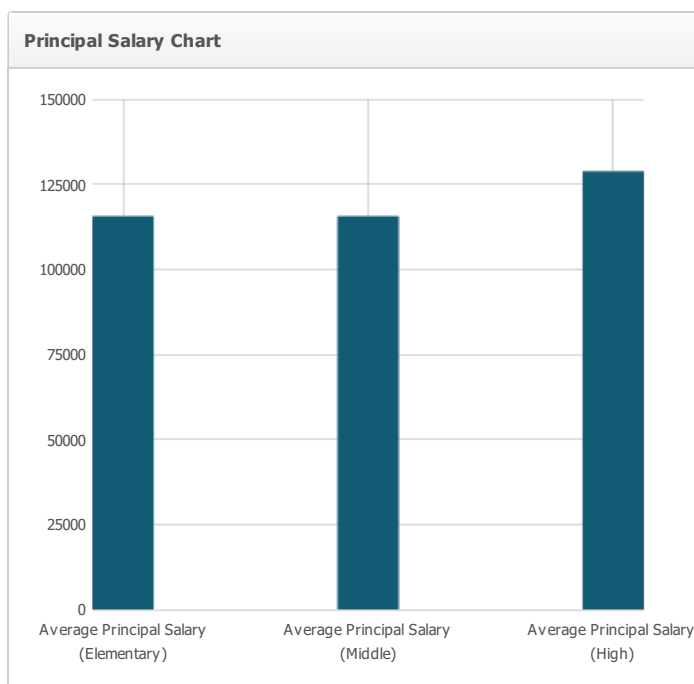
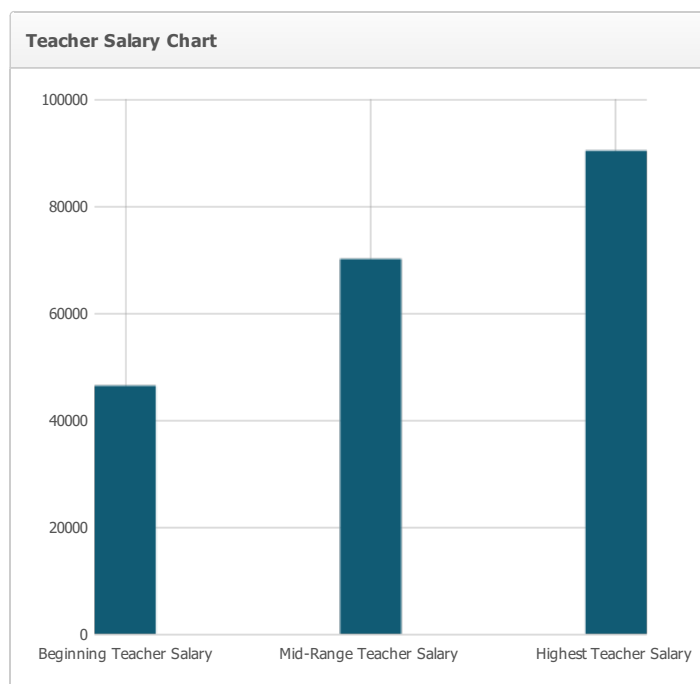
Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.  
Supplemental Educational Services (SES) - Additional academic instruction provided outside of the regular school day designed to increase the academic achievement of students attending schools in Program Improvement Years 2 through 5. Eligible students include low-income, academically challenged students who attend Title I PI Years 2 through 5 schools.

*Last updated: 1/29/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,421	\$43,062
Mid-Range Teacher Salary	\$70,119	\$67,927
Highest Teacher Salary	\$90,366	\$87,811
Average Principal Salary (Elementary)	\$115,592	\$110,136
Average Principal Salary (Middle)	\$115,592	\$115,946
Average Principal Salary (High)	\$128,779	\$124,865
Superintendent Salary	\$182,938	\$211,869
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/27/2016*

## Professional Development – Most Recent Three Years

In 2015-16, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers are provided with substitute coverage during the school day, teachers attend after school workshops and academic coaches model lessons and provide teachers with individual mentoring and support. Teachers are also supported through collaboration meetings with teachers at their sites and district wide.

Training for K-12 teachers, coaches and principals has included Thinking Maps and Safe and Civil Leadership Teams. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions. Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Basic Math Facts, Math Curriculum and Development Teams, Spatial Temporal Math for grades 3-4, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 professional development activities have included Instructional Leadership Teams, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

*Last updated: 1/29/2016*