

# North Ranchito Elementary School

8837 East Olympic Blvd. • Pico Rivera • 5628017630 • Grades K-5

Rachel Aguirre, Principal

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<https://nre.erusd.org/>



## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### School Description

#### Principal's Message

Mission Statement: The mission of the staff, parents, and community of North Ranchito is to prepare our students to participate, appreciate, and flourish in the rich cultural heritage of their community and to successfully navigate through an increasingly globalized world. To prepare our students to be global citizens, we will foster a nurturing climate that promotes humanity and a passion for lifelong learning. Driven by research-based principles, we are committed to providing our students with the tools to promote creativity, critical-thinking, communication and collaboration. In meeting these 21st century goals we, as teachers and leaders, employ established educational theory, innovative strategies, Standards-based instruction and assessment, data analysis, and reflection to promote the academic excellence of all students.

At North Ranchito, every staff member at the school is focused on improving student achievement in all areas. The staff, students, and community believe the goal of education is to produce citizens who will make a positive contribution to our society. We believe that all students can learn and succeed. We have high expectations and standards for our students in the area of academics. A knowledgeable, creative, and dedicated staff works effectively each day to provide a Standards-based instructional program to 400 students. All students from Transitional Kindergarten to fifth grade are the focus of all school programs.

At our school this year, our areas of focus are reading comprehension, vocabulary development, math application, writing strategies, and increased use of technology for all students. As a team we continuously analyze data, and collaborate to ensure success for all our students. Standardized assessments assist us to make informed decisions about instruction through our State, District, and local measures. Our school is driven by a Standards-based curriculum that is set by guidelines created by the State of California. In addition, we utilize research-based strategies and professional development to achieve our goals. Students of all abilities, from a variety of linguistic and socioeconomic levels, come together as a learning community at North Ranchito. The school community expects all students to achieve high standards as we have established in our School Plan for Student Achievement (SPSA).

Students approach their education with dedication and enthusiasm. Grades TK-5 students receive Trimester Awards where the top performing students are recognized in the areas of reading, math, and PBIS Model Citizen. They are eager to receive these awards and challenge each other on the dynamic education derived from our Standards-based curriculum.

North Ranchito teachers are well qualified to handle the challenge of delivering a Common Core based education to a bright and diverse student body. Many teachers live in the community and are bilingual and bicultural. Emotionally invested in the school, they arrive early, work late, and serve in leadership roles. This is truly a testament to the tireless work and efforts of our staff on the behalf of the students and families that they serve.

The School Site Council (SSC) and Parent-Teacher Organization (PTO) are very active on campus and meet regularly to discuss how to bolster student achievement and school climate. As part of our technology goals and in an effort to promote parent participation, our parents will be offered the opportunity to participate in a series of workshops that focus on technology education and use of the Internet to support student academic goals.



#### El Rancho Unified School District

9333 Loch Lomond Dr.  
Pico Rivera, CA 90660  
(562) 801-7310  
[www.erusd.org](http://www.erusd.org)

#### District Governing Board

Teresa L. Merino, Ph.D., President  
**President**

Carolyn Castillo, Vice President  
**Vice President**

Esther Mejia, Clerk  
**Clerk**

Joseph Rivera, Ed.D., Member  
**Member**

Arlene Perez, Member  
**Member**

#### District Administration

Frances Esparza, Ed.D.  
**Superintendent**

Dora Soto-Delgado  
**Director, Student Services**

Dean Cochran  
**Director, Special Education**

Roberta Gonzalez  
**Director, Early Learning Program**

Mark Matthews  
**Interim Director, Human Resources**

Jazmin Chavez-Diaz  
**Director, Secondary Education**

Gisela Castanon  
**Director, Elementary Education**

The community of North Ranchito is vibrant and enthusiastic. We will continue to reach for the stars and raise expectations for our school in the pursuit of excellence.

### School Passion Statement

We at North Ranchito Elementary School will not rest until each student achieves academic success. To accomplish this goal we all commit to working together collaboratively, respectfully, with focus and flexibility.

### District Mission Statement

The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students. Students will be challenged to become college and career ready and life-long Learners.

### About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	66
Grade 2	71
Grade 3	68
Grade 4	58
Grade 5	67
<b>Total Enrollment</b>	<b>420</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.7
Filipino	0.2
Hispanic or Latino	97.4
White	1
Two or More Races	0.2
Socioeconomically Disadvantaged	84.3
English Learners	29.3
Students with Disabilities	15
Foster Youth	1.4
Homeless	0.5

### 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 for North Ranchito	18-19	19-20	20-21
With Full Credential	21	18	20
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified	18-19	19-20	20-21
With Full Credential	♦	♦	361
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	3

#### Teacher Misassignments and Vacant Teacher Positions at North Ranchito Elementary School

Indicator	18-19	19-20	20-21
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

### Textbooks and Instructional Materials

Year and month in which data were collected: December, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	English Language Development Component, Benchmark Advance (K-5) Adopted 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

North Ranchito Elementary School opened in 1951. There are 33 classrooms on the campus. The average size is 1,090 square feet. The school also has a library/technology lab, teacher workroom, one office building, and a cafeteria. There is one health care office and one bed. There are two athletic fields and two parking lots.

The principal, teachers, and playground supervisors monitor students during lunch, recess, before school, and after school. They are trained by the school administration to encourage students to be respectful, be responsible, and be safe. In addition, our supervisors and support staff carry two-way radios to maintain contact with office staff and administration in case of emergency.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 12/15/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Working with custodial staff to secure items as needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Custodial staff has made repairs and/or submitted work orders as needed.
<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	Poor	Working with custodial staff to make necessary repairs.
<b>Overall Rating</b>	<b>Fair</b>	Working with custodial staff and Maintenance Department to complete repairs as needed.

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	43	N/A	50	N/A
Math	40	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

The staff at North Ranchito believes that the first and most important teachers of our students are their parents. Parents, grandparents, and guardians are an integral part of the educational process at North Ranchito. They play a vital role in their children's success at school. In order to build a strong link between home and school, parents and families are invited to attend school events and activities.

At North Ranchito, we are extremely proud of our parents and community members that participate in all school activities. North Ranchito has set ambitious goals for parent involvement in our SPSA. All programs for parents are aggressively advertised with classes gaining recognition for best attendance. Parents play a great role in their child's education through a variety of avenues, such as the School Site Council (SSC), Parent Teacher Organization (PTO) and as classroom volunteers. Parents have an opportunity to contribute to their child's education and work in partnership with the school to provide the highest quality education for their children. Parents on the PTO and SSC play a very active role in supporting the schools goals.

The site, in partnership with the District and community resources, offers many resources for parents. Parenting classes, advisory boards, English-Language Development (ELD) courses, health/drug awareness education, math and writing workshops, and other numerous activities for parents at our school are all offered bilingually. We typically provide opportunities for parents to visit the school by providing venues for participation through Back-to-School Night, Winter Program, Open House, Career Day and various other student-centered activities. During Distance Learning, virtual opportunities are provided for parent involvement.

For more information on how to become involved at the school, please contact Principal Rachel Aguirre at (562) 801-7630

**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.

**School Safety Plan (School Year 2020-2021)**

The School Safety Plan addresses all issues of staff and student safety, including plans for quick and orderly evacuations. The School Safety Plan outlines a communication system that allows the school community and local emergency services to mobilize a response to immediate concerns. North Ranchito employs two-way radios, a public address system, and a code of sirens to alert the school. Classrooms are equipped with an emergency kit containing disaster supplies and a system of colored cards that alert the School Safety Committee to trapped or injured students or staff. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and put into practice October 2020.

North Ranchito provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff for emergency situations. In order to ensure effective preparedness in case of an emergency, the staff reviews each drill and maintains disaster emergency supplies.

The safety of the students and the staff is always a high priority. Our commitment is to provide a safe environment for learning. North Ranchito School is a secured campus. School staff members supervise student playgrounds and District police units are available to further ensure the safety of children before, during, and after school.

It is our goal to ensure North Ranchito is a safe and conducive environment for learning.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	2.5	2.9	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	2.3	2.5
Expulsions	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	4		20	2	3		22	1	2	
1	27		2		26		2		25		2	
2	30		2		24		3		32		2	
3	31		2		28		2		31		2	
4	27		2		30		2		27		2	
5	25	1	3		26	1	2		30		2	
Other**	10	1			11	1			16	3	1	

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

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Due to the COVID-19 Pandemic and Distance Learning needs, El Rancho Unified School District began the 2020-2021 school year with four days of virtual professional development. The topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on technology platforms, distance learning instructional best practices, and distance learning district expectations.

Embedded in the Distance Learning instructional schedule, Friday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices during distance learning, social-emotional learning and mental health practices during distance learning, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on

data literacy. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,725	\$49,782
Mid-Range Teacher Salary	\$73,860	\$76,851
Highest Teacher Salary	\$98,982	\$97,722
Average Principal Salary (ES)	\$122,241	\$121,304
Average Principal Salary (MS)	\$123,264	\$128,629
Average Principal Salary (HS)	\$134,264	\$141,235
Superintendent Salary	\$225,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,742.01	\$320.45	\$5,421.56	\$90,968.73
District	N/A	N/A	\$9,682.40	\$81,373
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.4	11.1
School Site/ State	-35.4	13.8

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

#### Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science and Visual and Performing Arts Curriculum Councils
- Technology (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Positive Behavioral Interventions and Supports (PBIS)
- Digital Learning Coaches (DLC)
- Interim Assessments
- Additional Benchmark Universe Training
- Go Math! Additional Training
- Next Generation Science Standards Support
- ELPAC Academy

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.