

Robert C. Fisler Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Julienne Lee, Principal

Principal, Robert C. Fisler Elementary

About Our School

Robert C. Fisler School is located in the Western section of the City of Fullerton in the County of Orange. Robert C. Fisler School serves students in kindergarten through eighth grade. The school population of 916 students is composed of diverse backgrounds. Eighty-four percent of our students are Asian, six percent are Caucasian, five percent are Hispanic, four percent are of two or more races, and one percent are African American. Robert C. Fisler School offers a wide range of unique educational opportunities. With the highest number of GATE identified students in the Fullerton School District, instruction focuses on furthering depth and complexity of content to enhance students' learning opportunities. Fisler School offers a 1:1 laptop program for grades third through eighth and a 1:1 iPad program for grades first and second. Students use technology to access curriculum, reinforce skills, and extend learning.

Contact

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

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About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Fullerton Elementary	School Name	Robert C. Fisler Elementary
Phone Number	(714) 447-7400	Street	1350 Starbuck St.
Superintendent	Bob Pletka	City, State, Zip	Fullerton, Ca, 92833-5668
E-mail Address	bob_pletka@myfsd.org	Phone Number	714-447-2890
Web Site	www.fullertonsd.org/	Principal	Julienne Lee, Principal
		E-mail Address	julienne_lee@myfsd.org
		Web Site	www.fullertonsd.org/fisler/
		County-District-School (CDS) Code	30665060102582

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

School's Mission Statement:

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

School's Vision Statement:

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

School's Behavior Statement:

Robert C. Fisler School is a community of kind, safe, respectful and responsible citizens. We are dedicated to creating a positive learning environment where we live the FISH! Philosophy.

School Description:

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

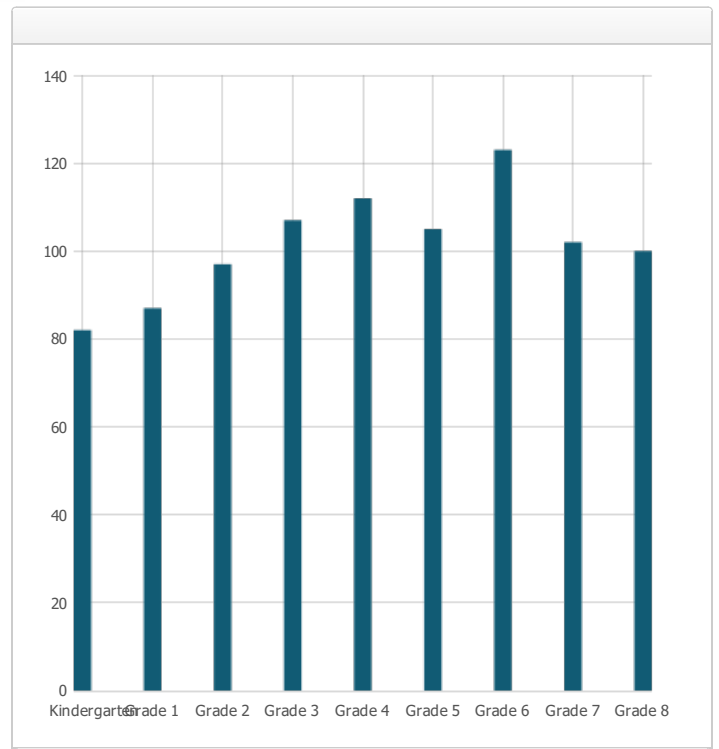
There is a school-wide focus on progressive coding skills across the grade levels. Kindergarteners learn about coding through Kibo and Beebots; first graders program Ozobots, second graders program Dash robots; third graders build and program Lego Mindstorm EV3 robots; fourth graders learn advanced coding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

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

Last updated: 1/3/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	82
Grade 1	87
Grade 2	97
Grade 3	107
Grade 4	112
Grade 5	105
Grade 6	123
Grade 7	102
Grade 8	100
Total Enrollment	915



Last updated: 1/3/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	77.3 %
Filipino	6.3 %
Hispanic or Latino	4.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	6.7 %
Two or More Races	4.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.5 %
English Learners	23.2 %
Students with Disabilities	3.1 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

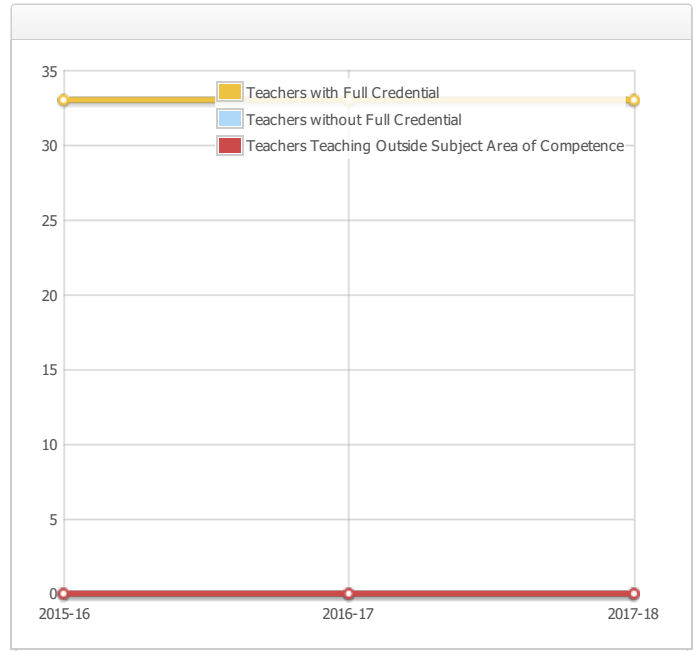
State Priority: Basic

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

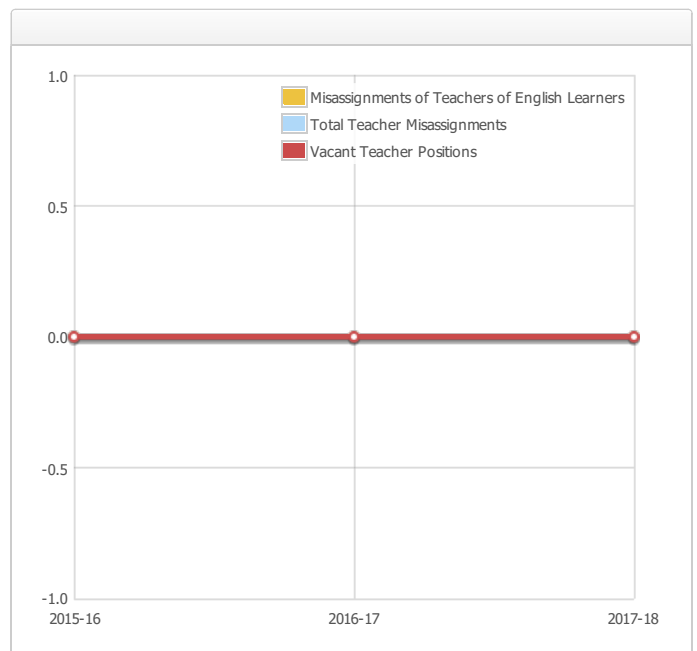
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	33	33	533
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2010-11 Houghton Mifflin Medallions K-5 2015-16 McGraw-Hill 6-8	Yes	0.0 %
Mathematics	2014-15 Houghton Mifflin Go Math K-8 2014-15 McGraw Hill Geometry 8	Yes	0.0 %
Science	2007-08 MacMillan/McGraw-Hill K-5 2007-08 Holt McDougal 6-8	Yes	0.0 %
History-Social Science	2006-07 Houghton Mifflin K-5 2006-07 McDougal Littell 6-8	Yes	0.0 %
Foreign Language	2001-02 En Español 7-8	Yes	0.0 %
Health	On-line Health Curriculum Dairy Council of California (grade appropriate materials) Too Good for Drugs (grades 4-6) 2004-05 Holt McDougal Decisions for Health 7	Yes	0.0 %
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (grades 5-6) Band and string instruments and musical scores (grades 7-8)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2018

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2016-17 the District spent \$435,136 on Deferred Maintenance. For the 2017-18 school year the District budgeted \$320,013 for Deferred Maintenance expenditures.

Last updated: 1/30/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

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

Year and month of the most recent FIT report: December 2017

Overall Rating	Exemplary
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Last updated: 1/30/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	86%	89%	56%	55%	48%	48%
Mathematics (grades 3-8 and 11)	83%	84%	50%	49%	36%	37%

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: 1/3/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	653	643	98.47%	89.27%
Male	342	335	97.95%	88.66%
Female	311	308	99.04%	89.94%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	495	486	98.18%	91.15%
Filipino	37	36	97.30%	94.44%
Hispanic or Latino	28	28	100.00%	92.86%
Native Hawaiian or Pacific Islander				
White	51	51	100.00%	74.51%
Two or More Races	36	36	100.00%	83.33%
Socioeconomically Disadvantaged	51	50	98.04%	86.00%
English Learners	228	220	96.49%	80.45%
Students with Disabilities	17	17	100.00%	35.29%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/3/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	653	652	99.85%	84.20%
Male	342	341	99.71%	84.75%
Female	311	311	100.00%	83.60%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	495	494	99.80%	88.26%
Filipino	37	37	100.00%	83.78%
Hispanic or Latino	28	28	100.00%	71.43%
Native Hawaiian or Pacific Islander				
White	51	51	100.00%	68.63%
Two or More Races	36	36	100.00%	69.44%
Socioeconomically Disadvantaged	51	50	98.04%	72.00%
English Learners	228	227	99.56%	79.74%
Students with Disabilities	17	17	100.00%	29.41%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	96.0%	83.0%	71.0%	68.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/3/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 1/3/2018

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 (School Year 2017-18)

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

1. ELAC (English Language Advisory Committee)

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

2. PTSA

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

3. Safety Committee

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

4. School Site Council

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

- Provides inputs/suggestions for improvement
- Share LCAP information

5. F2AST Foundation

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

Goals: F2AST has three fundamental goals:

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

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

State Priority: Pupil Engagement

Last updated: 1/3/2018

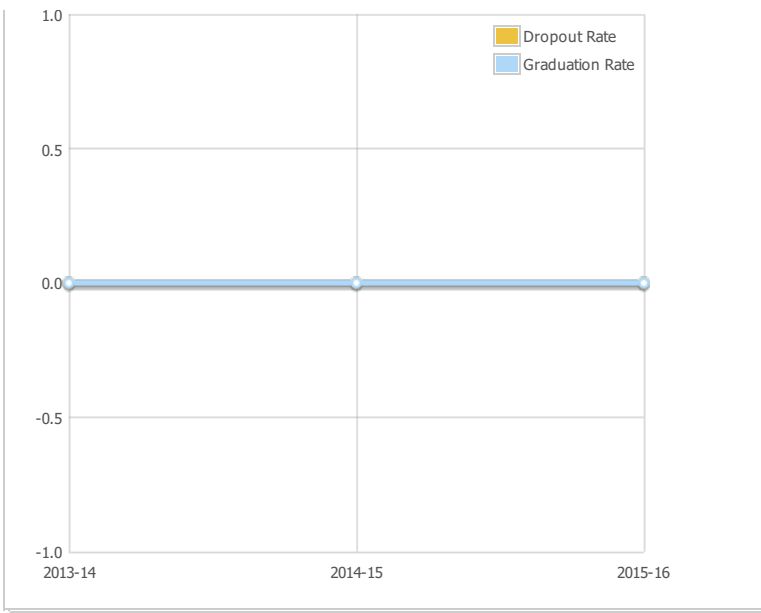
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/3/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	87.1%
Black or African American	--	--	79.2%
American Indian or Alaska Native	--	--	80.2%
Asian	--	--	94.4%
Filipino	--	--	93.8%
Hispanic or Latino	--	--	84.6%
Native Hawaiian or Pacific Islander	--	--	86.6%
White	--	--	91.0%
Two or More Races	--	--	90.6%
Socioeconomically Disadvantaged	--	--	85.5%
English Learners	--	--	55.4%
Students with Disabilities	--	--	63.9%
Foster Youth	--	--	--

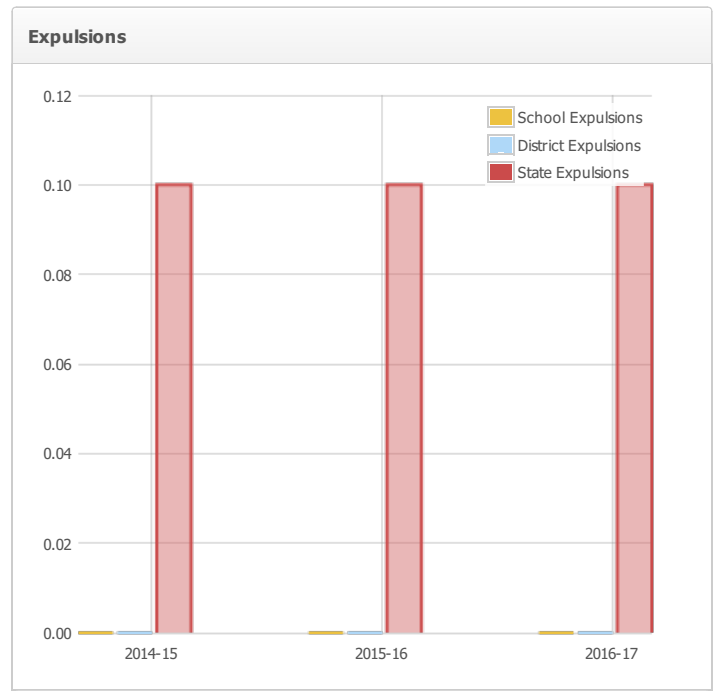
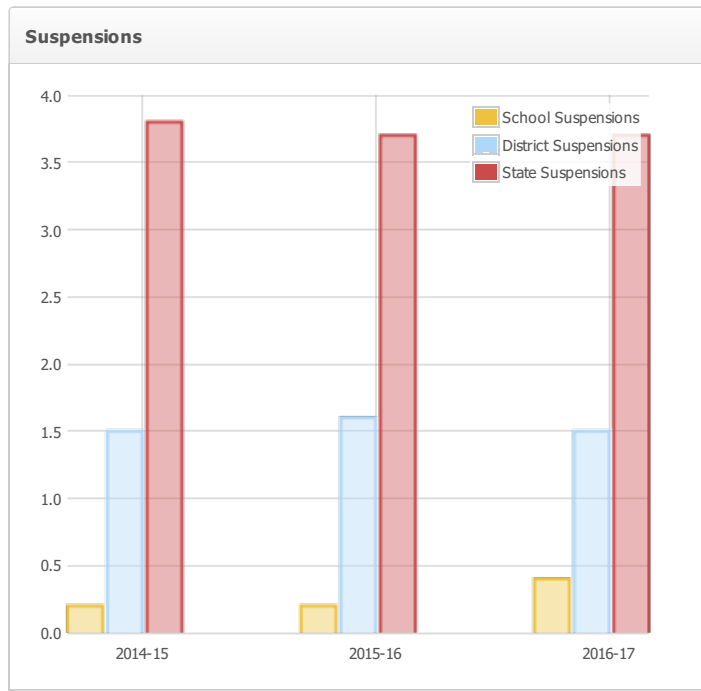
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	0.2%	0.4%	1.5%	1.6%	1.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and reviewed with staff: 12/11/17
 Approved by School Site Council: 12/6/17

Last updated: 1/3/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	23.0	1	3	0	27.0	0	3	0	27.0	0	3	0
1	31.0	0	3	0	22.0	1	3	0	29.0	0	3	0
2	26.0	0	4	0	32.0	0	3	0	24.0	1	3	0
3	30.0	0	3	0	32.0	0	4	0	31.0	0	3	0
4	30.0	0	4	0	30.0	0	2	1	32.0	0	2	2
5	34.0	0	0	3	33.0	0	2	2	35.0	0	0	3
6	28.0	1	0	3	28.0	1	0	3	25.0	2	3	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/3/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.0	1	4	8	31.0	1	7	5	30.0	2	4	8
Mathematics	33.0	0	0	1	0.0	0	0	0	1.0	1	0	0
Science	32.0	0	3	4	31.0	1	3	3	34.0	0	1	5
Social Science	33.0	0	3	3	29.0	1	5	3	30.0	1	4	3

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

Last updated: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	1.0	N/A

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

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

Last updated: 1/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4862.0	\$274.0	\$4588.0	\$86904.0
District	N/A	N/A	\$4804.0	\$87006.0
Percent Difference – School Site and District	N/A	N/A	-4.5%	-0.1%
State	N/A	N/A	\$6574.0	\$78363.0
Percent Difference – School Site and State	N/A	N/A	-30.2%	10.9%

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

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

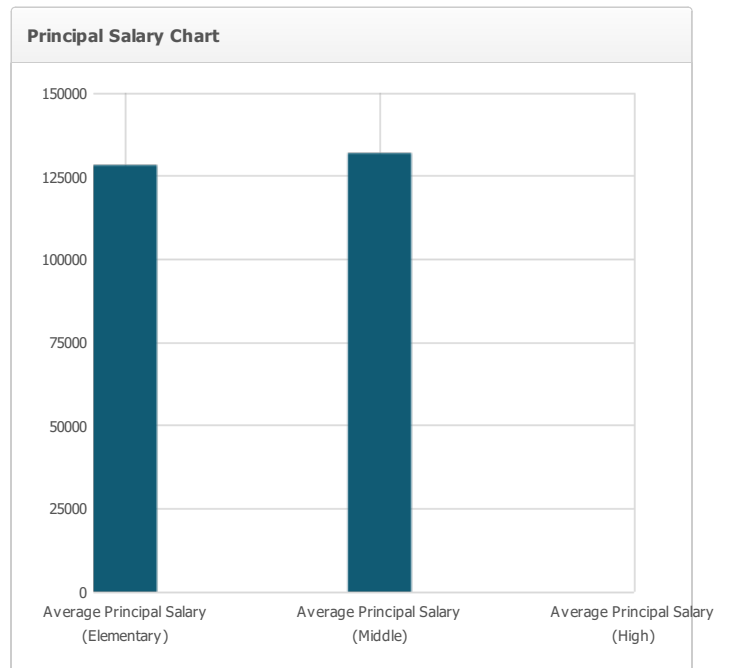
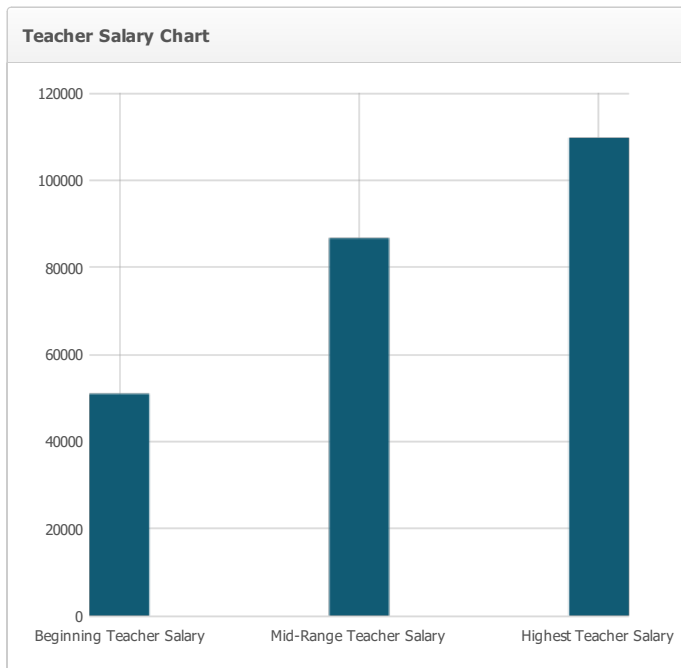
- Teacher Induction
- Gifted and Talented Education
- Instructional Materials and Support Training
- Instructional Technology
- Peer Assistance and Review (PAR)
- School Safety and Violence Prevention
- Special Education
- Title I, Economically Disadvantaged
- Title II, Teacher and Principal Quality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

Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,944	\$48,678
Mid-Range Teacher Salary	\$86,669	\$78,254
Highest Teacher Salary	\$109,712	\$96,372
Average Principal Salary (Elementary)	\$128,312	\$122,364
Average Principal Salary (Middle)	\$131,918	\$125,958
Average Principal Salary (High)	\$	\$126,758
Superintendent Salary	\$262,600	\$212,818
Percent of Budget for Teacher Salaries	39.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/3/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/3/2018

Professional Development

2015-2016

Primary Focus

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

Delivery of Professional Development

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

Other Related Professional Development Activities

Data-Driven instruction
Differentiated Instruction
Technology Integration
Marzano Instructional Strategies
Systematic ELD
Response to Intervention
Thinking Maps
Writer's Workshop
Cognitively Guided Instruction

2016-2017

Primary Focus

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

Delivery of Professional Development

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

Other Related Professional Development Activities

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

2017-2018

Primary Focus
K-8 Intervention Programs
K-8 English Language Development
K-8 Writing Strategies
K-8 Language Arts Strategies
K-8 Mathematics Strategies
K-8 Technology Integration

Delivery of Professional Development
Staff Development Day
Workshops
Conferences
After- school Workshops
In-class Coaching

Other Related Professional Development Activities
Data-Driven instruction
Technology Integration
Marzano Instructional Strategies
Systematic ELD
Response to Intervention
Thinking Maps
Writer's Workshop
Cognitively Guided Instruction
Balanced Literacy

Last updated: 1/27/2018