

# Raymond Temple Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Raymond Temple Elementary School
<b>Street</b>	7800 Holder Street
<b>City, State, Zip</b>	Buena Park, CA 90620
<b>Phone Number</b>	(714) 228-3290
<b>Principal</b>	Estela Salas-Sarmiento, Ed.D.
<b>E-mail Address</b>	Estela_salas@cesd.us
<b>Web Site</b>	
<b>CDS Code</b>	30664726027734

<b>District Contact Information</b>	
<b>District Name</b>	Centralia Elementary School District
<b>Phone Number</b>	(714) 228-3100
<b>Superintendent</b>	Norma E. Martinez
<b>E-mail Address</b>	ruth_ann_mcmillen@cesd.us
<b>Web Site</b>	http://www.cesd.us

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

#### School Description

Raymond Temple Elementary School is located in Buena Park, California and is part of the Centralia School District. It serves approximately 500 students in preschool through grade six. The school boasts a World class SELPA program for Deaf/Hard of Hearing students in six neighboring districts from preschool through sixth grade. It also houses three of the four Transitional Kindergarten classes in the district. All Raymond Temple students are provided a World Class 21st century comprehensive curriculum in language arts, mathematics, history/social science, science, visual and performing arts, physical education and health. All classrooms are equipped with Smart Board technology, including Document Cameras and Projectors. Students in grades 2-6 have access to one mobile Chromebook cart per grade level with 36 Chromebooks per cart. The Computer Lab and Media Center provide additional enrichment opportunities for our students with access to Ticket to Read, Spatial Temporal Math, CODE, and Accelerated Reader. Raymond Temple School is committed to meeting the needs of all students through explicit direct instruction and differentiated instruction.

#### Mission Statement

Raymond Temple staff, in partnership with parents, community agencies and local businesses, encourages students to be productive, worthy citizens. Students will be confident in the knowledge that they have mastered skills in a comprehensive, balanced and integrated curriculum. These skills include academic abilities and social skills, coupled with a high regard for self and others.

#### Recent School Accomplishments

Raymond Temple sets high standards for students. The TK program curriculum was written by one of our teachers and has had success over the last 5 years and continues to be an exemplar for TK programs. Students coming from the TK program have been prepared and successful in Kindergarten. The past 5 years the school was selected by the California Business for Education Excellence as an Honor Roll School. The Orange County Register nominated Raymond Temple as a Bronze Medal School in 2011.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	125
<b>Grade 1</b>	54
<b>Grade 2</b>	72
<b>Grade 3</b>	61
<b>Grade 4</b>	59
<b>Grade 5</b>	65
<b>Grade 6</b>	68
<b>Total Enrollment</b>	504

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	8.3
Filipino	8.1
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	1.8
White	14.5
Two or More Races	3
Socioeconomically Disadvantaged	56.9
English Learners	21.6
Students with Disabilities	13.1
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	22		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	
Total Teacher Misassignments *	1	1	
Vacant Teacher Positions	0	0	

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

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

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

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

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

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

**Year and month in which data were collected:** December 2015

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas.

Resolution Date: 08/11/15

In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7). At this time the State has adopted frameworks for English Language Arts/ English Language Development, and math which will assist in our implementation of California's Common Core State Standards. We are currently piloting State Board of Education adopted (January, 2014) instructional materials for math to reflect the rigor of the California's Common Core State Standards, teachers are developing curricula units, and various resources are provided as additional instructional materials. The State Board of Education adopted ELA/ELD instructional materials in November, 2015 and will direct our pilot.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students have access to current State adopted and Board approved textbooks for English Language Arts. At grades K and 1st, these are the Open Court materials (2000 for K and 2002 for 1st), and at grades 2nd - 6th, these are the Houghton Mifflin (2003) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Reading Mastery and Corrective Reading. A full list of intervention materials used is available at the school site.	Yes	0%
<b>Mathematics</b>	All students have access to current State adopted and Board approved textbooks for Math. Grade levels K-5 utilize the Houghton Mifflin California Mathematics (2009) materials. Grade level 6 utilizes California Mathematics, Holt (2008) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Hands-On Equations and Voyager Math. A full list of intervention materials used is available at the school site.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%
<b>History-Social Science</b>	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
<b>Foreign Language</b>	Not applicable.		N/A
<b>Health</b>	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
<b>Visual and Performing Arts</b>	Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		N/A

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

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

#### Age of School Buildings

Raymond Temple School was built in 1957 and is located on 10 acres. There are 26 classrooms, as well as a multipurpose room, a computer lab, a media center, 2 portable classrooms and an office complex.

#### Maintenance and Repair

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 total of 285 work orders were processed and completed during the duration of the school year. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

In the evenings and during the day, a team of two custodians ensures that classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean, safe, and well-groomed campus.

#### Deferred Maintenance Budget

The district funds the School Deferred Maintenance Program, which funds expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and asphalt.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	40	59	52	61	44	48
<b>Mathematics</b>	37	42	46	52	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	62	61	98.4	65.6
	4	65	64	98.5	54.7
	5	61	60	98.4	55.0
	6	66	63	95.5	61.9
<b>Male</b>	3	30	29	96.7	51.7
	4	34	34	100.0	44.1
	5	35	34	97.1	41.2
	6	32	30	93.8	60.0
<b>Female</b>	3	32	32	100.0	78.1
	4	31	30	96.8	66.7
	5	26	26	100.0	73.1
	6	34	33	97.1	63.6
<b>Black or African American</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	41	41	100.0	63.4
	4	33	32	97.0	37.5
	5	42	41	97.6	51.2
	6	44	41	93.2	61.0
<b>Native Hawaiian or Pacific Islander</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	23	22	95.7	54.5
	4	20	20	100.0	35.0
	5	20	20	100.0	45.0
	6	25	23	92.0	56.5
English Learners	3	18	18	100.0	72.2
	4	24	24	100.0	45.8
	5	15	14	93.3	28.6
	6	13	12	92.3	25.0
Students with Disabilities	3	14	13	92.9	7.7
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	62	100.0	50.0
	4	65	64	98.5	43.8
	5	61	61	100.0	31.1
	6	66	64	97.0	42.2
Male	3	30	30	100.0	46.7
	4	34	34	100.0	38.2
	5	35	35	100.0	31.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	32	31	96.9	41.9
Female	3	32	32	100.0	53.1
	4	31	30	96.8	50.0
	5	26	26	100.0	30.8
	6	34	33	97.1	42.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	41	41	100.0	48.8
	4	33	32	97.0	34.4
	5	42	42	100.0	26.2
	6	44	42	95.5	33.3
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	23	23	100.0	47.8
	4	20	20	100.0	35.0
	5	20	20	100.0	10.0
	6	25	23	92.0	39.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	18	18	100.0	50.0
	4	24	24	100.0	29.2
	5	15	15	100.0	20.0
	6	13	12	92.3	16.7
Students with Disabilities	3	14	14	100.0	7.1
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	60	80	73	67	68	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	61	61	100.0	80.3
Male	35	35	100.0	77.1
Female	26	26	100.0	84.6
Hispanic or Latino	42	42	100.0	78.6
Socioeconomically Disadvantaged	20	20	100.0	70.0
English Learners	15	15	100.0	66.7

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.7	34.4	13.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2015-2016 school year, CESD continued its second year using the Local Control Accountability Plan (LCAP) process. This new funding process requires school districts to engage parents, teachers, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). An LCAP committee was formed that included representatives from each stakeholder group. The culmination of the LCAP committee was the adoption of the 2015-16 LCAP on June 24, 2014 by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

DHH Literacy Workshops are offered throughout the year for parents of our deaf students so they can learn to help their students learn literacy at home, as well as Deaf Students Speak Out Awards Program and DHH Family Movie Night. The Transitional Kindergarten program and Kindergarten programs hold a Kindergarten Welcome before school starts so they can meet their teachers and learn about the program, and also have Holiday and end of the year performances. The school's annual Holiday singalong was offered to parents in December, and the Annual Talent Show was once again a success! In addition, all students and parents are involved in Red Ribbon Week, Cyber Safety, and Teacher Appreciation Week.

In the Fall of the 2016-2017 school year, Raymond Temple partnered with Love and Logic and offered a 10 week parenting course.

In the spring of 2015 Raymond Temple combined efforts with Los Coyotes and San Marino schools to provide a parent informational meeting on cyber safety and cyber bullying.

Raymond Temple's School Site Council is an advisory group of parents and staff that meets regularly to receive information, discuss school programs and provide input toward school-based decision making. Raymond Temple School parents and staff also participate on District planning committees. The ELAC committee is comprised of parents of English Learners. They discuss issues related to the English Learner program and opportunities for parents to learn English as well as how to help their children in school. Two parents attend the District DELAC meetings and report back to our ELAC.

The PTA at Raymond Temple is extremely active and benefits the school and students by encouraging and organizing parent involvement, promoting student achievement and self-esteem, and enriching the educational program by providing special programs, activities, services, materials and equipment. Parent involvement opportunities include:

- Back to School Night
- Open House
- Field Trip Chaperons
- Class Volunteers
- PTA-Sponsored Activities
- Fall & Spring Conferences
- Family Nights
- Talent Show
- Book Fairs
- Student Study Team Meetings
- IEP Meetings

For additional information about organized opportunities for parent involvement at Raymond Temple School, please contact Kristen Davison, PTA President, or Sara Pelly, Principal, at (714) 228-3290.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.2	0.4	0.4	0.3	0.3	0.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Safety of students and staff is a primary concern of Raymond Temple Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2014-16 goals of our Safe School Action Plan include the following:

**Component 1- People and Programs**

Goal #1: Raymond Temple School’s climate shall reflect respect, tolerance and pride for diversity of culture, ethnicity, and philosophy. It is a place where students demonstrate strong academic progress, follow school rules and develop responsibility for their learning and respect for themselves and their school through the PBIS framework.

Goal #2: Raymond Temple School's climate shall provide an emotionally secure learning environment for all students.

Goal #3: Raymond Temple staff will participate in on-going training to effectively address the needs of our site in case of emergency/crisis.

Goal #4: Schools provide an educational environment where students, parents, staff and community members show respect to people of all cultural, racial and religious backgrounds.

#### Component 2 - Physical Environment

Goal #1: Raymond Temple School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to rules.

Goal #2: Raymond Temple School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation drills are held monthly. The school maintains a Safety Committee and it meets minimally four times a year to review safety issues, plan staff development and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

Raymond Temple School believes that to ensure a positive learning experience requires a safe and orderly environment. Staff received training on a School wide Positive Behavior program that was first fully implemented during the 2013/14 school year. Teachers teach, monitor, enforce and exhibit these attributes throughout the year. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion, Mandatory Expulsion and Sexual Harassment. Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation.

Date of Last Review/Update: January 2016

Date Last Reviewed with Staff: January 2016

The Centralia School District Board of Trustees reviews the Safe School Plans annually by March 1.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3	1	24	1	4		24	1	4	
1	27		1		26		2		26		2	
2	27		2		28		2		28		2	
3	26		3		26		2		26		2	
4	29		2		33			2	33			2
5	30		2		33		1	1	33		1	1
6	22	1	3		19	1	3		19	1	3	
Other	8	2			11	2			11	2		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.625	N/A
Social Worker	.125	N/A
Nurse	.3125	N/A
Speech/Language/Hearing Specialist	.0625	N/A
Resource Specialist	1	N/A
Other	2.125	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9222	3260	5962	84560
District	N/A	N/A	4889	85121
Percent Difference: School Site and District	N/A	N/A	21.9	-0.7
State	N/A	N/A	9794	77179
Percent Difference: School Site and State	N/A	N/A	-39.1	9.6

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

**Types of Services Funded (Fiscal Year 2015-16)**

The majority of the per pupil funding comes from the Local Control Funding Formula.

Programs and Services Available at Raymond Temple to Support and Assist Students:

At Raymond Temple School, the principal works with the school's leadership team and the School Site Council to develop the comprehensive School Plan for Student Achievement. Through the Local Control and Accountability Plan, the school has provided the following: An Intervention specialist who provides additional support for students not meeting grade level proficiency in small groups. A Bilingual Instructional Assistant to provides additional small group reinforcement of core skills, and works with parents for translations. Computer based instruction using the online programs for Study Island, Ticket to Read, More Star Fall, Discovery Learning, and Accelerated Reader. The classrooms are equipped with smart board technology and upper grades have access to Chromebooks on carts to facilitate use of technology. The funds from GATE are used to provide GATE students with an enrichment after school program. The GATE program is site based with differentiated instruction during the school day. English Learner program is focused on improving students' acquisition of English language skills through a strong ELD program.

The following programs and supplemental services were provided through categorical funds or other sources:

- Bilingual Instructional Assistant
- Instructional Assistant
- Speech and Language Specialists for general education and deaf students
- Psychologist
- Audiologist
- Sign Language Interpreters
- Adaptive Physical Education
- Computer Lab
- During and After School Intervention Programs
- Study Trips
- Assemblies
- Talent Show
- Family Reading Nights

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,019	\$44,507
Mid-Range Teacher Salary	\$83,088	\$68,910
Highest Teacher Salary	\$103,834	\$88,330
Average Principal Salary (Elementary)	\$122,426	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$237,449	\$169,821
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored on site and through District, County and local conferences. The scope of our professional development includes curriculum implementation and alignment to California's Common Core State Standards, assessments, instructional strategies and interventions, instructional materials, technology, and professional development.

- Teacher and principal training for Microsoft Office 365 to assist in collaboration of shared documents to include: Sway, Word, Excel, Power Point.
- Teacher training to support use of Office 365 with students.
- Training for teachers in use of Illuminate, a software program to create report cards, assessments, shared assessments, reports.
- Training for teachers in a reading strategy, close reading.
- Teacher training on care and use of Chromebooks and charging cart.
- Teacher, principals, technology staff training on appropriate use of technology.
- Teacher training for Code.Org to be used as optional computer science program.
- Thinking Maps: Write from the Beginning and Beyond (Expository and Informative, 6th grade Argumentative) training for all teachers and instructional aides in the classroom that support educators in delivering curriculum aligned to the CCSS to all pupils. Assist with implementation of thinking maps with in-class coaching, lesson development, consultation, and writing prompt support.
- Refinement of the Response to Intervention (RTI) model
- Professional development held for all teachers in the newly adopted math, My Math (K-5) by McGraw-Hill and 6th grade California Math, course 1 by Glencoe. Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Substitute Teacher Training for new sub hires
- Number Talks an instructional strategy for math alignment for teachers. Workshop provided after school.
- Principal training in the new math program.
- Each school site had Positive Behavior Intervention and Support System (PBIS) refresher course through OCDE.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teacher in a staff meeting. SPED coordinator trained teachers in administration of CAA.
- Use of Digital Library. Training held as an after school workshop and provided support with implementation through in-class coaching.
- California English Language Development Lead (CELDT) teacher training provided for teachers by principals at each site.

The professional development provided for Classified staff at Centralia School District is varied and corresponds to the area and tasks associated to the specific classification. The goal of the activities is to enhance the employees' ability to provide service to the students which will ultimately support the educational program being provided.

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