

California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year
Published During 2022 - 2023

For: Raymond Case Elementary

Address: 8565 Shasta Lily Dr, Elk Grove, CA 95624
Principal: John Santin

Phone: 916-681-8820
Grade Span: K-6

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

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

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.

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

District Contact Information (School Year 2022 - 2023)

| | |
|-----------------------|--|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | Christopher R. Hoffman |
| E-mail Address | choffman@egusd.net |

School Contact Information (School Year 2022 - 2023)

| | |
|---|---|
| School Name | Raymond Case Elementary |
| Street | 8565 Shasta Lily Dr |
| City, State, Zip | Elk Grove, CA 95624 |
| Phone Number | 916-681-8820 |
| Principal | John Santin |
| E-mail Address | JSantin@egusd.net |
| Web Site | https://case.egusd.net |
| County-District-School(CDS) Code | 34673146118046 |

School Description and Mission Statement (School Year 2022 - 2023)

Raymond Case Elementary - Our Cougars ROAR with Pride!

Raymond Case Elementary, a 2016 California Gold Ribbon School, is home to some of the finest young minds in Elk Grove. Raymond Case Elementary School's vision is to provide a positive, safe, and culturally responsive environment that ensures exemplary academic growth for all students to become lifelong learners and productive citizens on their path to college and career readiness.

Raymond Case Elementary will accomplish our vision by:

- teaching a relevant and rigorous CCSS based curriculum, using assessments to drive instruction to meet the needs of our diverse student population
- providing a safe environment through PBIS and character education for students and staff
- collaborating effectively within and across grade level teams
- encouraging involvement by partnering with parents and community

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Parent support and involvement continue to be the cornerstone of our success at Raymond Case Elementary. This support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others volunteer in the classroom, library, and plan school activities. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Parent volunteers are always welcome at Raymond Case Elementary. We hope every family will become a 5-STAR family.

The safety of our students is Raymond Case Elementary's first priority and the discipline policy is strictly enforced. We emphasize safe, respectful and responsible behavior before, during, and after school. All adults visiting campus are required to check in through the school office. The safe atmosphere of the school makes our students feel comfortable and secure.

The Raymond Case Elementary School community is committed to excellence in education in an environment where all children can succeed. We value our children and we value their learning! Go to Case, Go to College.

John Santin

Student Enrollment by Grade Level (School Year 2021 - 2022)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 101 |
| Grade 1 | 97 |
| Grade 2 | 88 |
| Grade 3 | 121 |
| Grade 4 | 94 |
| Grade 5 | 114 |
| Grade 6 | 134 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Total Enrollment | 749 |

Student Enrollment by Student Group (School Year 2021 - 2022)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.30% |
| Male | 51.70% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.10% |
| Asian | 39.10% |
| Black or African American | 10.00% |
| Filipino | 4.70% |
| Hispanic or Latino | 21.90% |
| Native Hawaiian or Pacific Islander | 2.30% |
| Two or More Races | 10.00% |
| White | 11.90% |
| English Learners | 23.40% |
| Foster Youth | 0.30% |
| Homeless | 0.80% |
| Migrant | 0.10% |
| Socioeconomically Disadvantaged | 52.30% |
| Students with Disabilities | 12.10% |

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 Preparation and Placement (School Year 2020 - 2021)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|-----------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.7 | 97.21% | 2617.2 | 92.08% | 228366.1 | 83.12% |
| Intern Credential Holders Properly Assigned | 0 | 0% | 22.1 | 0.78% | 4205.9 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0% | 44.7 | 1.57% | 11216.7 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0% | 54.7 | 1.93% | 12115.8 | 4.41% |
| Unknown | 1 | 2.79% | 103.3 | 3.64% | 18854.3 | 6.86% |
| Total Teaching Positions | 35.7 | 100% | 2842.2 | 100% | 274759.1 | 100% |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | N/A | N/A | N/A | N/A | N/A | N/A |
| Intern Credential Holders Properly Assigned | N/A | N/A | N/A | N/A | N/A | N/A |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | N/A | N/A | N/A | N/A | N/A | N/A |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | N/A | N/A | N/A | N/A | N/A | N/A |
| Unknown | N/A | N/A | N/A | N/A | N/A | N/A |
| Total Teaching Positions | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020 - 2021 Number | 2021 - 2022 Number |
|---|--------------------|--------------------|
| Permits and Waivers | 0 | N/A |
| Misassignments | 0 | N/A |
| Vacant Positions | 0 | N/A |
| Total Teachers Without Credentials and Misassignments | 0 | N/A |

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020 - 2021 Number | 2021 - 2022 Number |
|--|--------------------|--------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 | N/A |
| Local Assignment Options | 0 | N/A |
| Total Out-of-Field Teachers | 0 | N/A |

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Class Assignments

| Indicator | 2020 - 2021 Number | 2021 - 2022 Number |
|--|--------------------|--------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0% | N/A |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0% | N/A |

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022 - 2023)

Year and month in which data were collected: September 6, 2022

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Reading/Language Arts All English/Language Arts books K-12 are provided one per student. | | | |
| <p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p> | <p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p> | <p>Yes</p> | <p>0</p> |
| <p><i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>. 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>. Adopted EGUSD 2016</p> | <p>Yes</p> | <p>0</p> |
| <p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>7th-8th - Student Edition Adopted EGUSD 2017</p> | <p>Yes</p> | <p>0</p> |
| <p>English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i>, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018</p> | <p>Yes</p> | <p>0</p> |
| <p>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>AP Courses: 11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016 Adopted EGUSD 2017</p> | <p>Yes</p> | <p>0</p> |
| <p>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>IB Courses: <i>Theory of Knowledge</i>, Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i>, Oxford University Press © 2019; Adopted EGUSD 2021</p> | <p>Yes</p> | <p>0</p> |
| Mathematics All Math books K-12 are provided one per student. | | | |
| <p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p> | <p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p> | <p>Yes</p> | <p>0</p> |
| <p><i>CA GoMath</i>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>K-6th - Student Edition and Practice workbook Adopted EGUSD 2015</p> | <p>Yes</p> | <p>0</p> |

| | | | |
|---|--|---|---|
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 | Yes | 0 |
| | 8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 | | |
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020 | Yes | 0 |
| Science | | All 2-12 Science books are provided one per student. | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021 | Yes | 0 |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020 <i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy & Physiology</i> © 2021, | Yes | 0 |

| | | | |
|--|---|-----|---|
| <p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p> | Yes | 0 |
| <p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p> | Yes | 0 |
| <p>History-Social Science All 1-12 History-Social Science books are provided one per student.</p> | | | |
| <p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p> | <p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p> | Yes | 0 |
| <p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p> | Yes | 0 |
| <p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019</p> | Yes | 0 |
| <p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p><i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p> <p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> | Yes | 0 |
| <p>AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p> | <p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman & Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p> <p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p> | Yes | 0 |
| <p>IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade</p> | <p>IB Courses:</p> <p><i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p> | Yes | 0 |

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|--|---|-----|---|
| level: | Adopted EGUSD 2018 <i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022 | | |
| Foreign Language | All 7-12 World language books are provided one per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | <i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017 <i>Adventures in Japanese 1 & 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021 Adopted EGUSD 2021 | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019 <i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022 | Yes | 0 |

| Visual and Performing Arts | | |
|---|--|-------|
| | 7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018 | Yes 0 |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018 | Yes 0 |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018 | Yes 0 |
| Health | All 9-12 Health books are provided one per student. | |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | <i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021 | Yes 0 |
| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. | |

School Facility Conditions and Planned Improvements (School Year 2022 - 2023)

Raymond Case Elementary School was built in the year 2000. The school classrooms are permanent buildings and grade levels are grouped together. All classrooms are equipped with computers, document cameras, and new, state-of-the-art interactive whiteboard and speaker systems to support instruction. There is a computer lab with 40 computer stations recently refreshed in 2017. Our library has over 16,500 books for students use. The multipurpose room at Raymond Case is one of the largest in the Elk Grove Unified School District with a well-used stage. Raymond Case Elementary School is situated on approximately 10.55 acres with a large blacktop area, playground structure and large grass area for outside physical activities.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2022 - 2023)

Year and month of the most recent FIT report : 4/21/2021

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| Interior: Interior Surfaces | X | | | N/A |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | N/A |
| Electrical: Electrical | X | | | N/A |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | N/A |
| Safety: Fire Safety, Hazardous Materials | X | | | N/A |
| Structural: Structural Damage, Roofs | X | | | N/A |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | N/A |

Overall Facility (School Year 2022 - 2023)

Year and month of the most recent FIT report: 4/21/2021

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

The EGUSD maintenance and grounds departments work with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning, the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available in the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Five years ago, the District's governing board approved deferred maintenance projects for this school that will result in a variety of repairs around campus. Raymond Case Elementary will be receiving funds for maintenance updates with the passing of Measure M. On-going repairs will be conducted as facility needs arise.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

| Subject | School 2020 - 2021 | School 2021 - 2022 | District 2020 - 2021 | District 2021 - 2022 | State 2020 - 2021 | State 2021 - 2022 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 60 | N/A | 52 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 47 | N/A | 40 | N/A | 33 |

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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 ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 462 | 455 | 98.48 | 1.52 | 59.56 |
| Female | 235 | 232 | 98.72 | 1.28 | 58.19 |
| Male | 227 | 223 | 98.24 | 1.76 | 60.99 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 172 | 170 | 98.84 | 1.16 | 71.76 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 19 | 19 | 100 | 0 | 52.63 |
| Hispanic or Latino | 103 | 102 | 99.03 | 0.97 | 53.92 |
| Native Hawaiian or Pacific Islander | 53 | 52 | 98.11 | 1.89 | 30.77 |
| Two or More Races | 63 | 61 | 96.83 | 3.17 | 47.54 |
| White | 46 | 46 | 100 | 0 | 76.09 |
| English Learners | 90 | 88 | 97.78 | 2.22 | 40.91 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 261 | 257 | 98.47 | 1.53 | 57.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 77 | 74 | 96.1 | 3.9 | 27.03 |

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 462 | 457 | 98.92 | 1.08 | 46.61 |
| Female | 234 | 232 | 99.15 | 0.85 | 49.57 |
| Male | 228 | 225 | 98.68 | 1.32 | 43.56 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 172 | 171 | 99.42 | 0.58 | 56.14 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 19 | 19 | 100 | 0 | 42.11 |
| Hispanic or Latino | 103 | 102 | 99.03 | 0.97 | 37.25 |
| Native Hawaiian or Pacific Islander | 52 | 51 | 98.08 | 1.92 | 21.57 |
| Two or More Races | 63 | 61 | 96.83 | 3.17 | 44.26 |
| White | 47 | 47 | 100 | 0 | 61.7 |
| English Learners | 90 | 90 | 100 | 0 | 33.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 261 | 258 | 98.85 | 1.15 | 45.35 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 77 | 74 | 96.1 | 3.9 | 18.92 |

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.

**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 2020 - 2021 | School 2021 - 2022 | District 2020 - 2021 | District 2021 - 2022 | State 2020 - 2021 | State 2021 - 2022 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|
| Science (grades 5, 8, and high school) | NT | 36.36 | 0 | 34.66 | 28.5 | 29.47 |

Note: Science test results include the CAST 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 CAST 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: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 by Student Group
Grades Five, Eight, and High School
(School Year 2021 - 2022)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|----------------------------|
| All Students | 112 | 110 | 98.21 | 1.79 | 36.36 |
| Female | 53 | 52 | 98.11 | 1.89 | 38.46 |
| Male | 59 | 58 | 98.31 | 1.69 | 34.48 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 41 | 40 | 97.56 | 2.44 | 42.5 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 25 | 25 | 100 | 0 | 32 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 16 | 94.12 | 5.88 | 37.5 |
| White | 15 | 15 | 100 | 0 | 33.33 |
| English Learners | 20 | 19 | 95 | 5 | 5.26 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 68 | 66 | 97.06 | 2.94 | 39.39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100 | 0 | 25 |

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.

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 area of physical education.

California Physical Fitness Test Results (School Year 2021 - 2022)

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------------|--|--|---|-----------------------------|
| 5 | 91% | 91% | 91% | 90% | 91% |
| 7 | | | | | |
| 9 | | | | | |

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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 \(School Year 2022 - 2023\)](#)

Our school values each family's involvement in their child's education. There are many ways to become involved at the school. Our PTO actively raises funds to provide both educational and fun activities for students. The School Site Council, English Learner Advisory Council, and Monterey Trail Regional Equity Coalition are involved in school decision making as well. Please contact Mr. John Santin at (916) 681-8820 or jsantin@egusd.net for parent involvement questions.

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

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

| Rate | School 2020 - 2021 | School 2021 - 2022 | District 2020 - 2021 | District 2021 - 2022 | State 2020 - 2021 | State 2021 - 2022 |
|-------------|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Suspensions | 0.00% | 1.01% | 0.12% | 4.22% | 0.20% | 3.17% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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 - 2020 | District 2019 - 2020 | State 2019 - 2020 |
|-------------|-----------------------|-------------------------|----------------------|
| Suspensions | 2.34% | 4.02% | 2.45% |
| Expulsions | 0.00% | 0.03% | 0.05% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group (School Year 2021 - 2022)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.01% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 1.98% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 1.33% | 0.00% |
| Black or African American | 1.16% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 0.00% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 1.25% | 0.00% |
| White | 2.15% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 0.91% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 1.85% | 0.00% |

[School Safety Plan \(School Year 2022 - 2023\)](#)

At Raymond Case Elementary School, we believe nothing should get in the way of the academic achievement or social development of our students. Our students are supervised before and after school as well as during the school day. Our campus is locked down with a secured fence and gates. All visitors must come through and report to our office before entering onto the campus. Our staff and School Site Council reviews and updates our Comprehensive Safe School Plan annually, and it was last updated in January 2022. Our students and staff participate in regularly planned fire and lock down drills. Each classroom has an emergency flip chart to reference in case of an emergency. The District's Police Services works closely with our school site to provide a safe and secure environment for all students.

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) (School Year 2019 - 2020)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 26 | | 4 | |
| 1 | 35 | | 3 | 2 |
| 2 | 20 | 1 | 3 | |
| 3 | 26 | 1 | 3 | 1 |
| 4 | 27 | | 5 | |
| 5 | 23 | 1 | 4 | |
| 6 | 30 | | 4 | |
| Other** | 9 | 3 | | |

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020 - 2021)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 24 | | 5 | |
| 1 | 30 | | 3 | 1 |
| 2 | 24 | | 5 | |
| 3 | 28 | | 3 | 1 |
| 4 | 29 | | 4 | |
| 5 | 30 | | 4 | 1 |
| 6 | 29 | | 4 | |
| Other** | 9 | 3 | | |

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021 - 2022)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 25 | | 4 | |
| 1 | 24 | 1 | 3 | 1 |
| 2 | 28 | 1 | 2 | 1 |
| 3 | 28 | | 4 | 1 |
| 4 | 28 | | 3 | |
| 5 | 27 | 1 | 3 | 1 |
| 6 | 25 | 1 | 4 | |
| Other** | 10 | 3 | | |

* 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.

Ratio of Pupils to Academic Counselors (School Year 2021 - 2022)

| Title | Ratio |
|--------------------------------|-------|
| Pupils to Academic Counselors* | 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 2021 - 2022)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020 - 2021)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$7,284 | \$1,168 | \$6,116 | \$81,072 |
| District | N/A | N/A | \$8,175 | \$80,979 |
| Percent Difference - School Site and District | N/A | N/A | -28.82% | 0.11% |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -7.52% | -5.16% |

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

Types of Services Funded (Fiscal Year 2022 - 2023)

We have highly qualified staff at our school to assist students with special learning needs. Our Learning Center provides support to students with individualized plans, as well as general education students who need additional support to meet the grade level standards. Students who are designated as English Language Learners receive instructional support during WIN time. Gifted and Talented students participate in accelerated instruction during the instructional day. Students are also invited to participate in extended-day programs such as tutoring, Kindness Club, and Intramural Sports.

Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,193 | \$51,081 |
| Mid-Range Teacher Salary | \$67,621 | \$77,514 |
| Highest Teacher Salary | \$98,138 | \$105,764 |
| Average Principal Salary (Elementary) | \$124,860 | \$133,421 |
| Average Principal Salary (Middle) | \$123,139 | \$138,594 |
| Average Principal Salary (High) | \$131,537 | \$153,392 |
| Superintendent Salary | \$363,331 | \$298,377 |
| Percent of Budget for Teacher Salaries | 34.56% | 31.60% |
| Percent of Budget for Administrative Salaries | 3.74% | 4.97% |

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

Professional Development

Our school offers a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Our school has a weekly Early Out schedule in which students leave school early. Teachers use this time to meet and review student work (strengths and weaknesses), formal review and informal assessments, and plan instruction to meet students' needs. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes, challenges, and new ideas for their classrooms. Finally, the district offers a variety of classes that relate to the work of support staff, including classes on computer skills.

| | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 6 |