

## California Department of Education School Accountability Report Card

Reported Using Data from the 2022 - 2023 School Year  
Published During 2023 - 2024

**For: Robert J. Fite Elementary**

**Address:** 9561 Fite School Rd, Sacramento, CA 95829  
**Principal:** Diane Standing

**Phone:** 916-689-2854  
**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 2023 - 2024)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Elk Grove Unified  |
| <b>Phone Number</b>   | (916) 686-5085   |
| <b>Web Site</b>       | <a href="http://www.egusd.net">www.egusd.net</a>           |
| <b>Superintendent</b> | Christopher R. Hoffman                                     |
| <b>E-mail Address</b> | <a href="mailto:choffman@egusd.net">choffman@egusd.net</a> |

### School Contact Information (School Year 2023 - 2024)

|   |   |
|---|---|
| <b>School Name</b>                      | Robert J. Fite Elementary                                   |
| <b>Street</b>                           | 9561 Fite School Rd   |
| <b>City, State, Zip</b>                 | Sacramento, CA 95829  |
| <b>Phone Number</b>                     | 916-689-2854  |
| <b>Principal</b>                        | Diane Standring   |
| <b>E-mail Address</b>                   | <a href="mailto:dstandri@egusd.net">dstandri@egusd.net</a>  |
| <b>Web Site</b>                         | <a href="https://fite.egusd.net">https://fite.egusd.net</a> |
| <b>County-District-School(CDS) Code</b> | 34673146120026  |

### School Description and Mission Statement (School Year 2023 - 2024)

Robert J. Fite Elementary  
Excellence in Education

Welcome to Robert J. Fite Elementary School! Here at Fite, we aim to provide a warm, nurturing learning environment that fosters academic excellence. Fite Falcons strive to be part of an engaged school community that promotes social responsibility, acceptance of diversity, and life-long learning.

The mission of the Elk Grove Unified School District is to provide a learning community that challenges ALL students to realize their greatest potential. Here at Robert J. Fite, we support that mission by focusing on the whole child and working together with parents and staff to ensure each child's opportunity for success. Students have access to rigorous academic instruction coupled with social-emotional and behavioral supports that provide a strong foundation for learning.

Parent support and engagement are vital to student success. Here at Robert J. Fite Elementary, we believe building strong relationships with parents and connections between home and school are essential. We offer opportunities for parents to be involved in a variety of ways by serving on school and district committees, working as classroom volunteers, and planning and participating in school events. Parents support student success by providing a clear message about the importance of education and regular school attendance, positive behavior, as well as making sure students are engaged in learning both at home and in the classroom.

The teachers and staff of Robert J. Fite prioritize student safety and a rigorous learning environment. Teachers participate in ongoing training to improve instruction, provide consistent positive behavioral support, and teach students the importance of a growth mindset. Our site PBIS program and SOAR expectations emphasize safe, open-minded, accountable, and respectful behavior. Support staff are on hand to provide families with additional support and resources as well.

At Robert J. Fite Elementary, "Every day is a great day to be a Fite Falcon!" We value the culture, background, and experiences of our students and families. Administration and staff are here to serve our community, and we appreciate your support!

Sincerely,  
Diane Standring, Principal

### Student Enrollment by Grade Level (School Year 2022 - 2023)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 105                |
| Grade 1          | 92                 |
| Grade 2          | 81                 |
| Grade 3          | 85                 |
| Grade 4          | 76                 |
| Grade 5          | 89                 |
| Grade 6          | 92                 |
| Grade 7          | 0                  |
| Grade 8          | 0                  |
| Grade 9          | 0                  |
| Grade 10         | 0                  |
| Grade 11         | 0                  |
| Grade 12         | 0                  |
| Total Enrollment | 620                |

### Student Enrollment by Student Group (School Year 2022 - 2023)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.30%                      |
| Male                                | 53.70%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.00%                       |
| Asian                               | 41.60%                      |
| Black or African American           | 8.40%                       |
| Filipino                            | 5.20%                       |
| Hispanic or Latino                  | 23.70%                      |
| Native Hawaiian or Pacific Islander | 0.20%                       |
| Two or More Races                   | 8.10%                       |
| White                               | 12.90%                      |
| English Learners                    | 33.20%                      |
| Foster Youth                        | 0.30%                       |
| Homeless                            | 1.80%                       |
| Migrant                             | 0.00%                       |
| Socioeconomically Disadvantaged     | 50.60%                      |
| Students with Disabilities          | 11.00%                      |

## 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) | 24.60         | 96.09%         | 2617.20         | 92.08%           | 228366.10    | 83.12%        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00%          | 22.10           | 0.78%            | 4205.90      | 1.53%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0.00          | 0.00%          | 44.70           | 1.57%            | 11216.70     | 4.08%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.00          | 0.00%          | 54.70           | 1.93%            | 12115.80     | 4.41%         |
| Unknown/Incomplete/NA   | 1.00          | 3.91%          | 103.30          | 3.64%            | 18854.30     | 6.86%         |
| Total Teaching Positions  | 25.60         | 100.00%        | 2842.20         | 100.00%          | 274759.10    | 100.00%       |

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) | 24.80         | 89.22%         | 2737.20         | 90.11%           | 234405.20    | 84.00%        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00%          | 24.80           | 0.82%            | 4853.00      | 1.74%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 1.00          | 3.59%          | 42.20           | 1.39%            | 12001.50     | 4.30%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.00          | 0.00%          | 72.10           | 2.37%            | 11953.10     | 4.28%         |
| Unknown/Incomplete/NA   | 2.00          | 7.19%          | 161.10          | 5.30%            | 15831.90     | 5.67%         |
| Total Teaching Positions  | 27.80         | 100.00%        | 3037.40         | 100.00%          | 279044.80    | 100.00%       |

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.

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

| Authorization/Assignment                              | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|---|-----------------------|-----------------------|
| Permits and Waivers                                   | 0.00                  | 1.00                  |
| Misassignments  | 0.00                  | 0.00                  |
| Vacant Positions                                      | 0.00                  | 0.00                  |
| Total Teachers Without Credentials and Misassignments | 0.00                  | 1.00                  |

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

| Indicator  | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|--|-----------------------|-----------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00                  | 0.00                  |
| Local Assignment Options                               | 0.00                  | 0.00                  |
| Total Out-of-Field Teachers                            | 0.00                  | 0.00                  |

### Class Assignments

| Indicator  | 2020 - 2021<br>Number | 2021 - 2022<br>Number |
|--|-----------------------|-----------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00%                 | 0.00%                 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00%                 | 0.00%                 |

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 2023 - 2024)

Year and month in which data were collected: September 5, 2023

| Subject  | Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| <b>Reading/Language Arts</b>   | <b>All English/Language Arts books K-12 are provided one per student.</b>   |                            |  |
| <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  |
| <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:   | K- <i>Your Turn Practice Book</i><br>1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i><br>2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i><br>Adopted EGUSD 2016                       | Yes                        | 0  |
| <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:  | 7th-8th - Student Edition<br>Adopted EGUSD 2017   | Yes                        | 0  |
| 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:         | 9th-12th - Student Edition<br><i>CA StudySync</i> by McGraw Hill, © 2017<br>Adopted EGUSD 2017<br><br>10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016<br>Adopted EGUSD 2018 | Yes                        | 0  |
| 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:     | AP Courses:<br>11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023<br>Adopted EGUSD 2023<br><br>12th - <i>Literature &amp; Composition</i> , Bedford/St. Martins © 2022<br>Adopted EGUSD 2022          | Yes                        | 0  |
| 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:     | IB Courses:<br><i>Theory of Knowledge</i> , Oxford University Press © 2020<br>Adopted EGUSD 2020<br><br><i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019;<br>Adopted EGUSD 2021       | Yes                        | 0  |
| <b>Mathematics</b>   | <b>All Math books K-12 are provided one per student.</b>  |                            |  |
| <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  |
| <i>Envision Math</i> , © 2020, © 2021 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:    | K-6th - Student Edition and Practice workbook<br>Adopted EGUSD 2023   | Yes                        | 0  |
| 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<br><i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015;<br>Adopted EGUSD 2015<br><br>8th<br><i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015                                   | Yes                        | 0  |

|   |  |   |   |
|---|--|---|---|
| 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<br>Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015<br>Adopted EGUSD 2015<br><br><i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018<br>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:<br><i>Calculus: Graphical, Numerical</i> , Pearson 2016;<br><i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015<br>Adopted EGUSD 2016<br><br><i>Calculus 11th edition</i> , Cengage © 2018<br>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:<br><i>Calculus: Graphical, Numerical</i> , Pearson © 2016<br>Adopted EGUSD 2016<br><br><i>Mathematics Core Topics SL1</i> © 2019;<br><i>Mathematics Core Topics HL1</i> © 2019;<br><i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics<br>Adopted EGUSD 2020  | Yes   | 0 |
| <b>Science</b>  |  | <b>All 2-12 Science books are provided one per student.</b> |   |
| <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.<br>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)<br>1st - Big Book Package (3)<br>2nd - Investigation Notebook (3)<br>3rd - 5th Investigation Notebook (4)<br>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 &amp; Space Science</i><br>7th - <i>Life Science</i><br>8th - <i>Physical Science</i><br>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;<br>Adopted EGUSD 2006<br><br><i>Foundations in Microbiology</i> , McGraw Hill, © 2005<br>Adopted EGUSD 2008<br><br><i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson;<br>Adopted EGUSD 2020<br><br><i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy &amp; Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022 | Yes   | 0 |

|   |  |  |   |
|---|--|--|---|
| 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:                     | AP Courses: <i>College Physics, 9th Ed., Cengage</i> © 2012<br>Adopted EGUSD 2014  |  |   |
|   | <i>Campbell Biology in Focus</i> , Pearson © 2020;<br><i>Chemistry: A Molecular Approach</i> , Pearson © 2023;<br><i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019;<br>Adopted EGUSD 2022  | Yes  | 0 |
| 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:                    | IB Courses:<br><br><i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014;<br><i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br><i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014;<br>Adopted EGUSD 2015  | Yes  | 0 |
| <b>History-Social Science</b>   |  | <b>All 1-12 History-Social Science books are provided one per student.</b> |   |
| <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.<br>Adopted EGUSD 2016   | Yes  | 0 |
| <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:  | K- <i>Learning and Working Now and Long Ago</i><br>1st - <i>A Child's Place in Time and Space</i><br>2nd - <i>People Who Make a Difference</i><br>3rd - <i>Continuity and Change</i><br>4th - <i>California: A Changing State</i><br>5th - <i>US History: Making a New Nation</i><br>Adopted EGUSD 2019  | Yes  | 0 |
| <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:  | 6th - <i>Ancient Civilizations</i><br>7th - <i>Medieval to Early Modern Times</i><br>8th - <i>United States History &amp; Geography</i><br>Adopted EGUSD 2019  | Yes  | 0 |
| 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:     | <i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill<br>Adopted EGUSD 2020<br><br><i>Geography Alive! Digital curriculum, TCI</i><br>Adopted EGUSD 2022 | Yes  | 0 |
| 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: | AP Courses:<br><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage;<br>Adopted EGUSD 2022<br><br><i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth;<br>Adopted EGUSD 2023        | Yes  | 0 |
| 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 level: | IB Courses:<br><i>History of the Americas</i> © 2015;<br>Adopted EGUSD 2017<br><br><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press;<br><i>Authoritarian States</i> , © 2015, Oxford University Press<br>Adopted EGUSD 2018<br><br><i>Global Politics</i> , © 2017, Oxford University Press<br>Adopted EGUSD 2022     | Yes  | 0 |

| 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.                 | <p><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 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<br/>Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;<br/>Adopted EGUSD 2023</p> | 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.  | <p>AP Courses:<br/><i>Dekiru!</i>, Cheng &amp; 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<br/>Adopted EGUSD 2021</p>  | 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. | <p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press<br/>Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng &amp; Tsui<br/>Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018;<br/>Adopted EGUSD 2023</p>  | Yes | 0 |

| Visual and Performing Arts  |  |       |
|---|--|-------|
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.  | 7th-8th:<br><i>Tradition of Excellence</i> , Beacon Music © 2011;<br>Adopted EGUSD 2018  | Yes 0 |
|   | 9-12th:<br><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;<br>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:<br><i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005;<br>Adopted EGUSD 2005<br><br><i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006;<br>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<br>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 2023 - 2024)

Robert J. Fite Elementary opened in 2002. The campus houses 34 classrooms, including 8 workrooms for teachers and staff. We have a multipurpose room, a library, a computer lab, and an administrative building. The administrative building houses administrative offices, a conference room, as well as two staff restrooms, a nurse's office with a student restroom, staff room and supply room. A large playground area for 1st-6th grades offers a shade structure, play structure, and a variety of activities on the blacktop and field. A smaller fenced play area, a play structure, blacktop area, and grass, and storage shed is used by PreK/K students. The parking lot offers spaces for staff and visitors, designated handicapped parking, student drop-off/pick-up lanes and a pedestrian crosswalk.

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

Year and month of the most recent FIT report : 8/18/2023

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

### Overall Facility

Year and month of the most recent FIT report: 8/18/2023

#### Overall Rating

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

The district's maintenance and grounds departments work in tandem 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. Each morning the custodian inspects the school prior to students and staff entering school grounds. Electronic work orders are used to address any repairs or maintenance needs on campus. 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 at 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.

Robert J. Fite Elementary is in the process of planning for both interior and exterior renovations. District personnel have surveyed the campus and are planning future improvement projects include planting shade trees in the Pre-K/K playground area, upgrading the PreK/K play structure, resurfacing the blacktop and parking lot, roof repairs and interior and exterior building maintenance.

## 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 Assessment [CAA] 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 CAA. 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

| Subject   | School<br>2021 - 2022 | School<br>2022 - 2023 | District<br>2021 - 2022 | District<br>2022 - 2023 | State<br>2021 -<br>2022 | State<br>2022 -<br>2023 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 49%                   | 50%                   | 52%                     | 51%                     | 47%                     | 46%                     |
| Mathematics<br>(grades 3-8 and 11)                    | 43%                   | 44%                   | 40%                     | 40%                     | 33%                     | 34%                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA 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 2022 - 2023)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 348              | 347           | 99.71          | 0.29               | 49.86                   |
| Female  | 156              | 155           | 99.36          | 0.64               | 54.19                   |
| Male  | 192              | 192           | 100.00         | 0.00               | 46.35                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 136              | 135           | 99.26          | 0.74               | 59.26                   |
| Black or African American                     | 30               | 30            | 100.00         | 0.00               | 33.33                   |
| Filipino                                      | 22               | 22            | 100.00         | 0.00               | 59.09                   |
| Hispanic or Latino                            | 82               | 82            | 100.00         | 0.00               | 32.93                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 33               | 33            | 100.00         | 0.00               | 57.58                   |
| White   | 45               | 45            | 100.00         | 0.00               | 53.33                   |
| English Learners                              | 92               | 92            | 100.00         | 0.00               | 29.35                   |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 187              | 187           | 100.00         | 0.00               | 37.43                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 46               | 46            | 100.00         | 0.00               | 17.39                   |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022 - 2023)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 348              | 347           | 99.71          | 0.29               | 44.38                   |
| Female  | 156              | 155           | 99.36          | 0.64               | 44.52                   |
| Male  | 192              | 192           | 100.00         | 0.00               | 44.27                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 136              | 135           | 99.26          | 0.74               | 54.81                   |
| Black or African American                     | 30               | 30            | 100.00         | 0.00               | 10.00                   |
| Filipino                                      | 22               | 22            | 100.00         | 0.00               | 50.00                   |
| Hispanic or Latino                            | 82               | 82            | 100.00         | 0.00               | 37.80                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 33               | 33            | 100.00         | 0.00               | 51.52                   |
| White   | 45               | 45            | 100.00         | 0.00               | 40.00                   |
| English Learners                              | 92               | 92            | 100.00         | 0.00               | 25.00                   |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 187              | 187           | 100.00         | 0.00               | 35.83                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 46               | 46            | 100.00         | 0.00               | 10.87                   |

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2021 - 2022 | School<br>2022 - 2023 | District<br>2021 - 2022 | District<br>2022 - 2023 | State<br>2021 - 2022 | State<br>2022 - 2023 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 32.18                 | 29.41                 | 34.66                   | 36.18                   | 29.47                | 30.29                |

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022 - 2023)**

| Student Group                                 | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|----------------------------|
| All Students                                  | 87                  | 86               | 98.85             | 1.15                  | 29.07                      |
| Female  | 31                  | 31               | 100.00            | 0.00                  | 29.03                      |
| Male  | 56                  | 55               | 98.21             | 1.79                  | 29.09                      |
| American Indian or Alaska Native              | 0                   | 0                | 0                 | 0                     | 0                          |
| Asian   | 29                  | 28               | 96.55             | 3.45                  | 42.86                      |
| Black or African American                     | 11                  | 11               | 100.00            | 0.00                  | 0.00                       |
| Filipino                                      | --                  | --               | --                | --                    | --                         |
| Hispanic or Latino                            | 22                  | 22               | 100.00            | 0.00                  | 27.27                      |
| Native Hawaiian or Pacific Islander           | 0                   | 0                | 0                 | 0                     | 0                          |
| Two or More Races                             | --                  | --               | --                | --                    | --                         |
| White   | 11                  | 11               | 100.00            | 0.00                  | 18.18                      |
| English Learners                              | 20                  | 20               | 100.00            | 0.00                  | 0.00                       |
| Foster Youth                                  | 0                   | 0                | 0                 | 0                     | 0                          |
| Homeless                                      | 0                   | 0                | 0                 | 0                     | 0                          |
| Military                                      | 0                   | 0                | 0                 | 0                     | 0                          |
| Socioeconomically Disadvantaged               | 43                  | 42               | 97.67             | 2.33                  | 16.67                      |
| Students Receiving Migrant Education Services | 0                   | 0                | 0                 | 0                     | 0                          |
| Students with Disabilities                    | --                  | --               | --                | --                    | --                         |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**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 2022 - 2023)**

| Grade Level | Component 1:<br>Aerobic<br>Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk<br>Extensor and<br>Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|-------------------------------------|--|--|---|-----------------------------|
| 5           | 100%                                | 101%   | 101%   | 101%  | 102%                        |
| 7           |                                     |  |  |   |                             |
| 9           |                                     |  |  |   |                             |

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 \(School Year 2023 - 2024\)](#)

Throughout the year we host a number of events, including Back to School Night and Open House, which provide parents an opportunity to learn about the school and our programs, monitor student progress, and celebrate learning. Parents and family members can join the Parent Staff Organization (PSO), be a classroom volunteer, or join a number of site and district advisory committees, including Site Council and EL Advisory Committee. For more information on parent involvement opportunities, please contact Principal Standring at (916) 689-2854.

**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<br>2020 -<br>2021 | School<br>2021 -<br>2022 | School<br>2022 -<br>2023 | District<br>2020 -<br>2021 | District<br>2021 -<br>2022 | District<br>2022 -<br>2023 | State<br>2020 -<br>2021 | State<br>2021 -<br>2022 | State<br>2022 -<br>2023 |
|-------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Suspensions | 0.00%                    | 0.63%                    | 0.75%                    | 0.12%                      | 4.22%                      | 3.81%                      | 0.20%                   | 3.17%                   | 3.60%                   |
| Expulsions  | 0.0%                     | 0.0%                     | 0.0%                     | 0.0%                       | 0.0%                       | 0.0%                       | 0.0%                    | 0.1%                    | 0.1%                    |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2022 - 2023)**

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.75%            | 0.00%           |
| Female  | 0.66%            | 0.00%           |
| Male  | 0.83%            | 0.00%           |
| Non-Binary                                    | 0.00%            | 0.00%           |
| American Indian or Alaska Native              | 0.00%            | 0.00%           |
| Asian   | 0.00%            | 0.00%           |
| Black or African American                     | 3.39%            | 0.00%           |
| Filipino                                      | 0.00%            | 0.00%           |
| Hispanic or Latino                            | 1.25%            | 0.00%           |
| Native Hawaiian or Pacific Islander           | 0.00%            | 0.00%           |
| Two or More Races                             | 0.00%            | 0.00%           |
| White   | 1.12%            | 0.00%           |
| English Learners                              | 0.00%            | 0.00%           |
| Foster Youth                                  | 0.00%            | 0.00%           |
| Homeless                                      | 0.00%            | 0.00%           |
| Socioeconomically Disadvantaged               | 0.82%            | 0.00%           |
| Students Receiving Migrant Education Services | 0.00%            | 0.00%           |
| Students with Disabilities                    | 2.08%            | 0.00%           |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

#### School Safety Plan (School Year 2023 - 2024)

Our school is committed to providing a safe and secure environment for learning. Staff and Site Council reviewed and updated our School Safety Plan in December of 2023. Students practice a variety of safety drills monthly, including fire drills, lockdown drills, and earthquake drills. An Emergency Handbook outlining a plan of action for emergencies is kept in the school office, and the Emergency Guidelines Flip Chart is kept in each classroom. Periodic school safety inspections are conducted by the County of Sacramento. All visitors are required to and enter the school premises through the office and check-in before going on to campus, and student supervision is provided by school staff before and after school to ensure a safe arrival and dismissal. The district's Safety and Security Department works closely with our school site to provide a safe, 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 2020 - 2021)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | 20                 | 1                          | 3                           | 0                         |
| 1           | 26                 | 0                          | 3                           | 0                         |
| 2           | 24                 | 0                          | 3                           | 0                         |
| 3           | 24                 | 0                          | 4                           | 0                         |
| 4           | 28                 | 0                          | 3                           | 0                         |
| 5           | 29                 | 0                          | 3                           | 0                         |
| 6           | 28                 | 0                          | 3                           | 0                         |
| Other**     | 6                  | 1                          | 0                           | 0                         |

\* 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*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | 24                 | 0                          | 4                           | 0                         |
| 1           | 21                 | 1                          | 3                           | 0                         |
| 2           | 21                 | 1                          | 3                           | 0                         |
| 3           | 24                 | 0                          | 3                           | 0                         |
| 4           | 28                 | 0                          | 3                           | 0                         |
| 5           | 28                 | 0                          | 3                           | 0                         |
| 6           | 28                 | 0                          | 3                           | 0                         |
| Other**     | 7                  | 2                          | 0                           | 0                         |

\* 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 2022 - 2023)

| Grade Level | Average Class Size | Number of Classes*<br>1-20 | Number of Classes*<br>21-32 | Number of Classes*<br>33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K           | 25                 | 0                          | 4                           | 0                         |
| 1           | 22                 | 1                          | 3                           | 0                         |
| 2           | 20                 | 1                          | 3                           | 0                         |
| 3           | 20                 | 1                          | 3                           | 0                         |
| 4           | 24                 | 1                          | 2                           | 0                         |
| 5           | 28                 | 0                          | 3                           | 0                         |
| 6           | 29                 | 0                          | 4                           | 0                         |
| Other**     | 9                  | 3                          | 0                           | 0                         |

\* 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 2022 - 2023)

| Title                          | Ratio   |
|--------------------------------|---------|
| Pupils to Academic Counselors* | 1033.33 |

\*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 2022 - 2023)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.6                               |
| 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 2021 - 2022)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site                                   | \$8,566                      | \$3,555   | \$5,011                                      | \$89,879               |
| District                                      | N/A                          | N/A   | \$6,240                                      | \$83,800               |
| Percent Difference - School Site and District | N/A                          | N/A   | -21.85%                                      | 7.00%                  |
| State   | N/A                          | N/A   | \$7,607                                      | \$87,885               |
| Percent Difference - School Site and State    | N/A                          | N/A   | -41.14%                                      | 2.24%                  |

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

### Types of Services Funded (Fiscal Year 2023 - 2024)

Robert J. Fite Elementary offers a variety of specialized programs to meet students' diverse learning needs. We have self-contained special education classes for students in PreK through 4th grade, an intensive PreK speech program, and a Learning Center that serves special education students to help them meet their individual learning goals. Gifted and Talented students participate in accelerated instruction within the classroom and have opportunities for after-school enrichment and Science, Technology, Engineering, and Math (STEM) activities. Fite has two Academic Intervention Teachers (AITs) to provide intervention services for at-risk learners, and English Learner students receive both designated and integrated English Language Development instruction. Students receive weekly music education in the classroom as part of our Visual and Performing Arts instruction.

## Teacher and Administrative Salaries (Fiscal Year 2021 - 2022)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$49,100        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$70,352        | \$80,703                                     |
| Highest Teacher Salary                        | \$102,103       | \$109,418                                    |
| Average Principal Salary (Elementary)         | \$129,846       | \$137,703                                    |
| Average Principal Salary (Middle)             | \$129,165       | \$143,760                                    |
| Average Principal Salary (High)               | \$141,477       | \$159,021                                    |
| Superintendent Salary                         | \$370,598       | \$319,443                                    |
| Percent of Budget for Teacher Salaries        | 34.34%          | 30.35%                                       |
| Percent of Budget for Administrative Salaries | 3.71%           | 4.87%  |

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 and district offer a variety of professional development and learning opportunities for staff, including curriculum and instruction, behavior support, social-emotional learning, and diversity, equity, and inclusion training. Teachers have opportunities to work with district personnel to collaborate and plan lessons and assessments. Administrators consult with the site Leadership Team and instructional coaches to plan and provide professional development opportunities for the staff based on site needs. Teachers in all grade levels are provided training and support for successful implementation of the Common Core State Standards, adopted district curriculum, social-emotional learning, and behavior. Both general and special education teachers and support staff have numerous opportunities to learn how to best meet the needs of students with learning disabilities. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office assistants and custodians may take classes that relate to their work, such as learning new computer skills, being more efficient and ergonomically correct, and maintaining a safe and healthy work environment.

|   | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6           | 6           | 6           |