

Raisin City Elementary School District

6425 West Bowles Avenue Raisin City, CA 93652 ▪ <https://www.raisincity.k12.ca.us>
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SARC

2022-23

School Accountability
Report Card
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Raisin City Elementary School

Grades K-8
CDS Code 10-62380-6007074

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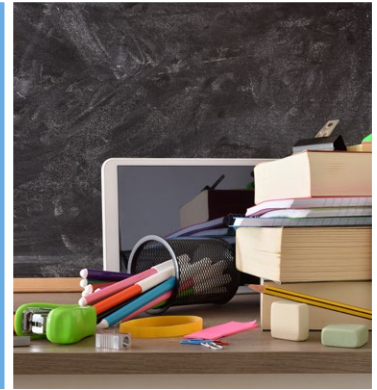


Principal's Message

Raisin City Elementary School is dedicated to offering a quality instructional program that allows all students to succeed. The California Common Core at all grade levels is well-balanced, rigorous and aligned with the content standards. Our instructional program enables students to acquire basic skills, pursue educational interests, and create positive social and personal experiences. The staff meets regularly to discuss curriculum, teaching methods, student performance and other instructional issues.

The school also offers support to students who have been identified as needing additional assistance to achieve grade-level proficiency or are at risk of retention. Raisin City Elementary School is currently working at identifying students' academic needs through data analysis and designing after school interventions. For students whose primary language is not English and who have limited English proficiency, Raisin City Elementary School offers instruction using methods that help scaffold English learner comprehension and performance. English learners are assigned to classrooms with teachers who have been trained and credentialed to provide such instruction, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Students who are initially identified as English learners by the language survey are then monitored for their proficiency through the English Language Proficiency Assessments for California (ELPAC). Teachers and instructional aides that are bilingual assist as necessary.

Students with special needs are provided instruction in the least restrictive environment possible. A team consisting of the parent or guardian, school administrator, general education teacher, psychologist and special education teacher, develops an Individual Education Plan (IEP) for such students. The IEP defines the individualized instruction a child will receive. Programs include the Resource Specialist Program (RSP). Resources include access to a speech/language/hearing specialist and instructional aides.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Parental Involvement

Parent involvement and communication are essential to our school success. Raisin City Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. There are numerous and varied opportunities for parent involvement. The school provides parents the opportunity to promote and work in a partnership with school personnel to promote activities for students and parents. Additionally, parents are encouraged to participate in the School Site Council (SSC), parent classroom volunteers, English Language Advisory Committee (ELAC), Local Control Accountability Plan (LCAP), literacy and math workshops and Parent Institute for Quality Education (PIQE). Our parent programs compliment what our staff does on a daily basis, to help parent's work to improve their own skills and to be able to help their children be successful in school. We also have a Back-to-School Night for parents at the beginning of the year and Open House toward the end of the school year. Twice each year we have parent/teacher conferences, where the students share their work with their parents.

For more information on how to become involved at the school, please contact Superintendent Orin Hirschorn or Principal Jessica Juarez at (559) 233-0128.

Mission Statement

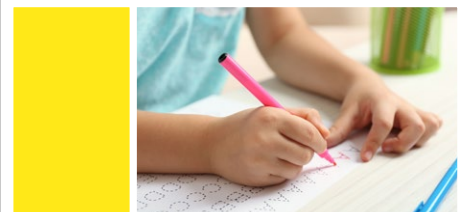
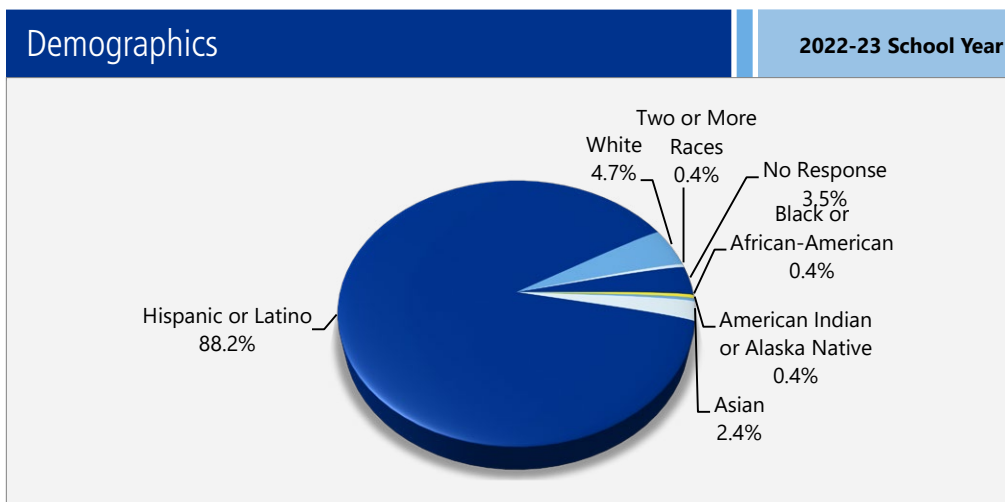
Raisin City Elementary School promotes an environment for success. We create partnerships with parents and community so all students will achieve their full potential to become lifelong learners who are responsible and productive citizens and leaders.

Vision Statement

Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.

Enrollment by Student Group

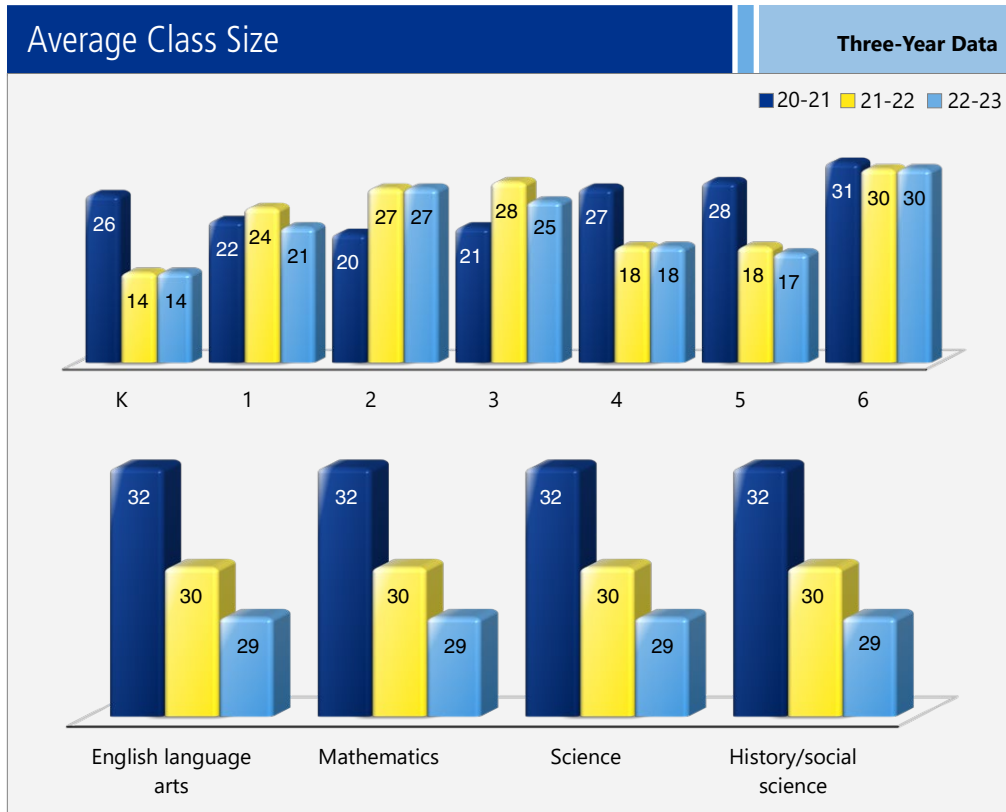
The total enrollment at the school was 255 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.





Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size

Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1		2			2		
1		1			1			1	
2	1	1			1			1	
3		2			1			1	
4		1		2			2		
5		1		2			2		
6		1			1			1	

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		1			1			2	
Mathematics		1			1			2	
Science		1			1			2	
History/social science		1			1			2	

Enrollment by Student Group

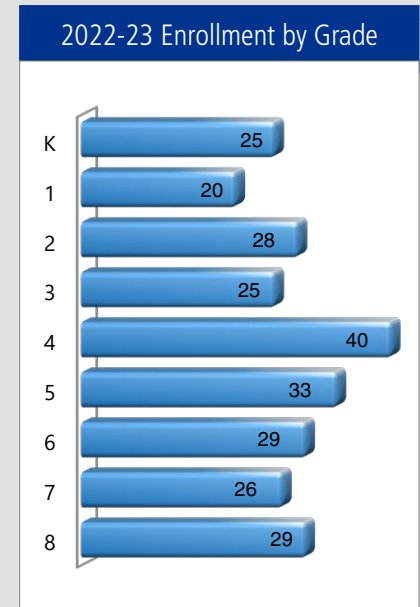
Demographics

2022-23 School Year

Female	49.00%
Male	51.00%
Non-Binary	0.00%
English learners	65.10%
Foster youth	0.80%
Homeless	2.70%
Migrant	14.90%
Socioeconomically Disadvantaged	83.90%
Students with Disabilities	9.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Raisin City ES			Raisin City ESD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	3.40%	3.80%	0.00%	1.50%	1.50%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

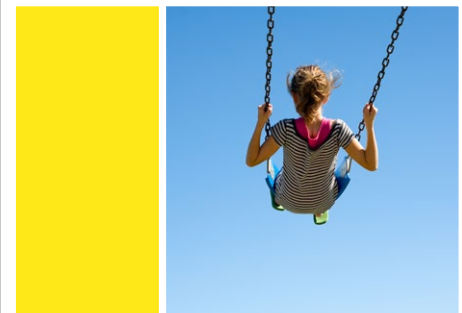
Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	3.80%	0.00%	
Female	2.70%	0.00%	
Male	5.00%	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	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	3.20%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	18.80%	0.00%	
English Learners	4.30%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	4.20%	0.00%	
Students Receiving Migrant Education Services	2.50%	0.00%	
Students with Disabilities	0.00%	0.00%	

School Description

Raisin City Elementary School District is located in the unincorporated area of Raisin City, California in Fresno County. The School serves as the community center. Agriculture is the only industry in the community. The formal structure of the town includes two grocery stores, three churches, a post office and the school. Most students are bused to school through a contract with Southwest Transportation Agency. The School sits on ten acres and is surrounded by grape vineyards on the north, west and south sides. On the east side of the school is the residential area of the town. Most business at the school is conducted in both Spanish and English, since we have a very large bilingual population. The student population in 2022-23 was 260 students in grades TK-8. The TK-8 classes are self-contained and taught by highly qualified teachers.



School Leadership

Leadership at Raisin City Elementary School District is a shared responsibility. The district administration, staff, parents and community work together to create a positive learning environment for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal are the superintendent, staff, students and community members that serve on various leadership teams.

The SSC, District English Learner Advisory Committee (DELAC), ELAC and Parent Advisory Committee (PAC) play a significant role in the school and provides parents and staff the opportunity to be actively involved in the planning, provision and evaluation of school services. The purposes of the committees include: providing a forum for school communication; developing implementation strategies and timelines for areas of student and school needs; serving as the school advisory council; and making recommendations to the principal.





California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	287	275	39	14.20%	
Female	146	138	22	15.90%	
Male	141	137	17	12.40%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	6	6	3	50.00%	
Black or African American	1	1	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	254	244	35	14.30%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	1	1	0	0.00%	
White	16	15	1	6.70%	
English Learners	188	182	27	14.80%	
Foster Youth	2	2	1	50.00%	
Homeless	14	11	3	27.30%	
Socioeconomically Disadvantaged	239	230	33	14.30%	
Students Receiving Migrant Education Services	40	40	7	17.50%	
Students with Disabilities	28	28	3	10.70%	

Types of Services Funded

Federal Programs

- Title I, Part A
- Elementary and Secondary School Emergency Relief (ESSER)
- ESSER II
- ESSER III
- IDEA Special Education
- Title II, Part A
- Title V, Part B Rural and Low-Income School Program
- Title IV, Part A
- Title III, English learner students

State Programs

- Expanded Learning Opportunities Program (ELOP)
- Expanded Learning Opportunities Grant (ELOG)
- Educator Effectiveness Block Grant
- Lottery Instructional Materials
- State Special Education
- In-Person Instruction Grant

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	3
2022-23	15
2023-24	20

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.

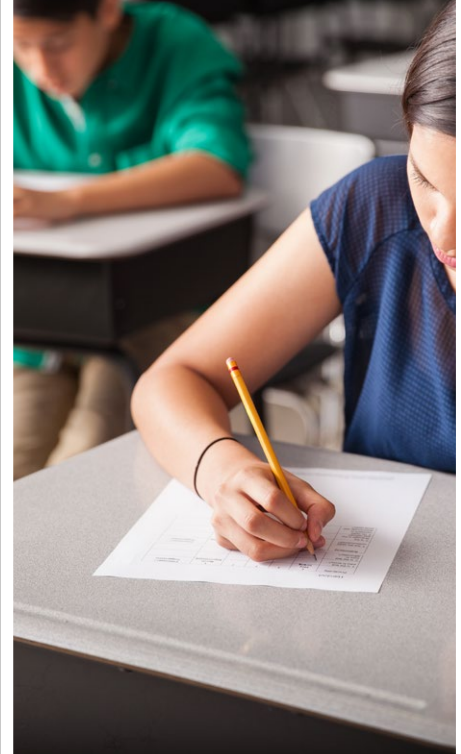


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Raisin City ES		Raisin City ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	8.06%	8.20%	8.06%	8.20%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Raisin City ES		Raisin City ESD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	16%	17%	16%	18%	47%	46%
Mathematics	10%	8%	8%	6%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

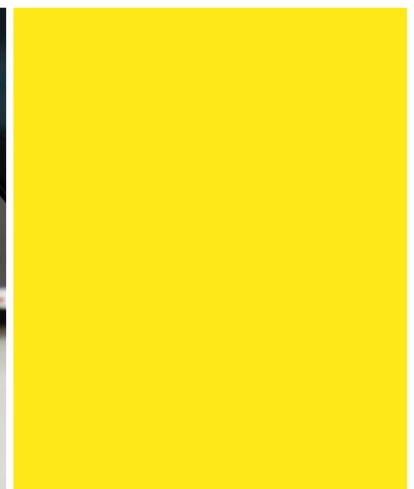
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	62	61	98.39%	1.61%	8.20%
Female	30	29	96.67%	3.33%	6.90%
Male	32	32	100.00%	0.00%	9.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	0.00%	9.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	37	37	100.00%	0.00%	5.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	54	54	100.00%	0.00%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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





CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	180	178	98.89%	1.11%	16.85%
Female	89	88	98.88%	1.12%	19.32%
Male	91	90	98.90%	1.10%	14.44%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	154	153	99.35%	0.65%	16.99%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	13	13	100.00%	0.00%	23.08%
English Learners	117	116	99.15%	0.85%	11.21%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	153	100.00%	0.00%	15.69%
Students receiving Migrant Education services	23	23	100.00%	0.00%	21.74%
Students with Disabilities	14	14	100.00%	0.00%	0.00%

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





CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	180	178	98.89%	1.11%	8.43%
Female	89	88	98.88%	1.12%	5.68%
Male	91	90	98.90%	1.10%	11.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	154	153	99.35%	0.65%	7.19%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	13	13	100.00%	0.00%	23.08%
English Learners	117	116	99.15%	0.85%	4.31%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	153	153	100.00%	0.00%	8.50%
Students receiving Migrant Education services	23	23	100.00%	0.00%	21.74%
Students with Disabilities	14	14	100.00%	0.00%	7.14%

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





Textbooks and Instructional Materials

Textbooks at Raisin City Elementary School are standards-aligned, and the conditions of the books are assessed each year and appropriate replacements are made. Textbooks and materials are available for all students.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Journeys</i> , Houghton Mifflin Harcourt (K-5)	2017
Reading/language arts	<i>Collections</i> , Houghton Mifflin Harcourt (6-8)	2022
Mathematics	<i>Ready Mathematics</i> , Curriculum Associates (K-8)	2022
Science	<i>Science Dimensions</i> , Houghton Mifflin	2020
History/social science	<i>Into Social Studies</i> , Houghton Mifflin Harcourt (K-6)	2018
History/social science	<i>World Civilizations</i> , Houghton Mifflin Harcourt (7)	2018
History/social science	<i>U.S. History</i> , Houghton Mifflin Harcourt (8)	2018

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2023-24 School Year
Raisin City ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Public 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.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2023-24 School Year	
Data collection date	9/11/2023





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Poor	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Fair	
Date of the most recent FIT report	9/28/2023	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Water stains on ceiling tiles in 202, 203, 204, 206, library and MPR. Replace tiles.	Winter 2023
Electrical	Light Panel in girls restroom is loose; admin building exposed wires in electrical storage area. Repair light panel and exposed wires.	October 2023
Restrooms/fountains	Security light broken in MPR. Replace light.	Winter 2023
Safety	Earthquake hazard from items stacked on shelves in 203, 204, 205, and 206; paint chipping on eaves in library; paint chipping on siding in MPR. Items will be removed and paint chips repaired.	November 2023 & June 2024
Structural	Dryrot on siding at preschool. Repair.	June 2024
External	Trip hazard due to cement raised on ramp at preschool. Repair.	June 2024

School Safety

Safety of students and staff is a primary concern of Raisin City Elementary School District. Before, during and after school, responsibility for monitoring the campus is shared by instructional support staff and certificated staff. All visitors must sign-in at the office and wear appropriate identification while on campus

The comprehensive School Safety Plan is designed to assist in preparing for emergencies, managing emergency response efforts and maintaining a safe school environment. An updated copy is available to the public at the school office or on our website. The school safety plan was last reviewed, updated and discussed with faculty and staff in October 2023.

Continued on sidebar

School Facilities

The school has adequate buildings and restrooms to meet the needs of our students. We will find ways to continue to create a safe, clean and attractive campus.

A water sample is taken from our well and is sent to a State of California laboratory for testing on a regular basis. The water has tested clean.

The campus is kept clean and orderly. All classrooms have heating, air conditioning, adequate lighting, computers, internet connection, televisions, telephones, public address speakers, security alarms and extinguishers, LCD ELMO’s, adequate textbooks/Chromebooks and learning materials.

The cafeteria provides free breakfast and lunch for all students in the cafeteria. Also, we have a program that provides dinner for all students who attend the extended learning program after school.

Continued facility improvements have been made to include an outdoor learning pavilion, increased walkways and a fire lane that extends across the campus. The basketball courts have been refurbished and sealed so there are no trip hazards and a covered awning was erected over the primary yard play structure. Additionally, new outdoor tables and secured trash cans have been placed around the yard. The final project that took place was updating the phone and paging system throughout campus.

Our grounds are maintained regularly to ensure our students are proud of where they attend school.

School Safety

Continued from left

The school campus is closed during the school day. Two-way radios are used by custodial, yard duty and after-school program staff. We have fire, lock-down, disaster and earthquake drills. The school has security cameras for the protection of students and staff. The exterior of the campus is visible from all sides and the rooms are certified.

Drugs, alcohol and tobacco have not been a problem on the campus for at least five years.

Our attendance clerk monitors when students are habitually truant or tardy and notifies parents of any problems.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

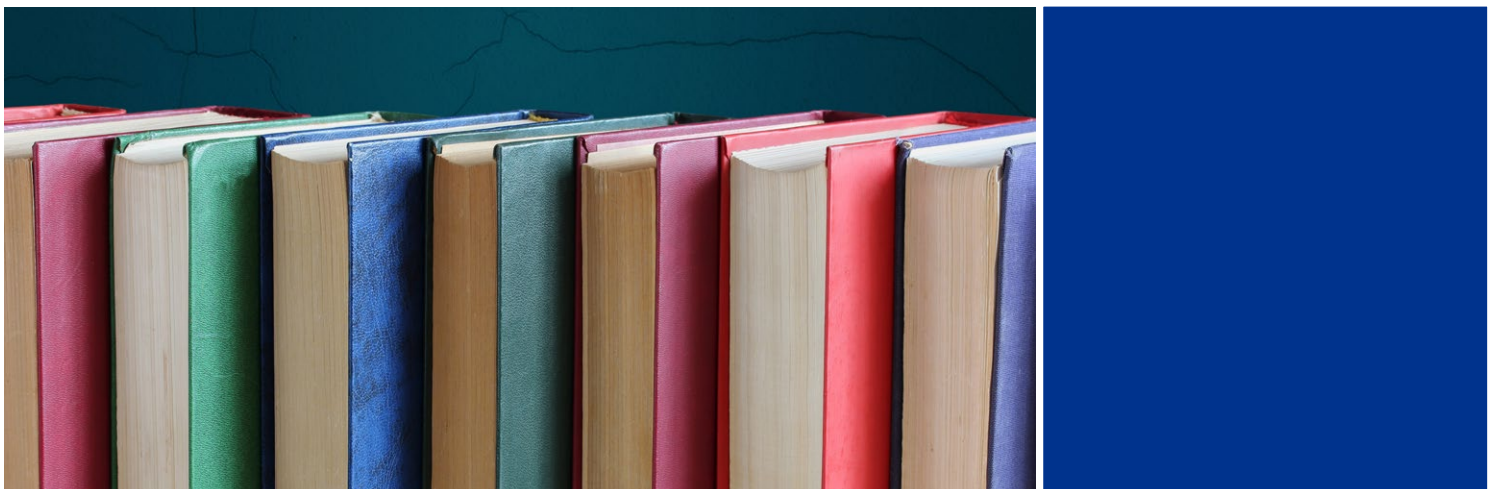
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	72.5%	12.6	52.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	6.9%	1.0	4.1%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	20.6%	3.7	15.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	6.8	28.1%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.1%	18,854.3	6.9%
Total Teaching Positions	14.4	100.0%	24.2	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	8.0	55.2%	10.9	44.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	6.9%	1.0	4.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	17.2%	2.5	10.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	6.8	27.6%	11,953.1	4.3%
Unknown	3.0	20.7%	3.4	14.0%	15,831.9	5.7%
Total Teaching Positions	14.5	100.0%	24.8	100.0%	279,044.8	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfflash201.asp>.

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





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	1.0	0.0
Misassignments	1.9	2.5
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.9	2.5

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	41.3%	6.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	265:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2021-22 Fiscal Year	
	Raisin City ESD	Similar Sized District
Beginning teacher salary	⊕	\$48,480
Midrange teacher salary	⊕	\$73,129
Highest teacher salary	⊕	\$99,406
Average elementary school principal salary	⊕	\$117,381
Superintendent salary	⊕	\$138,991
Teacher salaries: percentage of budget	19.74%	29.34%
Administrative salaries: percentage of budget	1.83%	5.99%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Raisin City ES	\$10,662	\$60,941
Raisin City ESD	\$10,662	\$60,941
California	\$7,607	\$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+40.2%	-19.6%

⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	\$19,571
Expenditures per pupil from restricted sources	\$8,909
Expenditures per pupil from unrestricted sources	\$10,662
Annual average teacher salary	\$60,941



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2024.

School Accountability Report Card

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