

Norma Coombs Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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



Debra Lucas, Principal

Principal, Norma Coombs Elementary

About Our School

Ms. Debra Lucas, Principal
Principal, Norma Coombs Elementary

About our School

Welcome to Norma Coombs Elementary School. We are a learning community committed to professional growth and development to maintain a standard for excellence in overall academic achievement. We are proud of the soaring levels of academic achievement of its students, the quality of instruction provided by its teachers, and the rich diversity (ethnic, cultural, linguistic, and socio-economic) of our families. The administrative and classified staffs support the work of the instructional staff, ensuring that teachers have the professional development, materials, supplies, clean and safe facilities, needed to maximize the teaching and learning experiences in the classroom, on the playground, and in the community. Norma Coombs School offers a variety of co-curricular and extracurricular activities, including an instrumental music program at 2nd -5th grades, a chorus program, science fair, book fair, student council, yearbook, Leader In Me (7 Habits of Happy Kids), Code to the Future Science Immersion Program, Ceramics, and STEM Innovation Club. Many of these activities enrich the education of Norma Coombs students and make us more cohesive as a community. The California Department of Education (CDE) has recognized Norma Coombs for its student achievement in 2016 with California Gold Ribbon for its Balanced Literacy Framework and a Title I Academic Achievement Award. This award acknowledged that all students at Norma Coombs School are making significant progress toward proficiency on California's academic content standards and that the subgroups within the school are meeting or exceeding the achievement targets set by the State of California and the federal government. The Norma Coombs staff is proud of and dedicated to the success of our "Little Lions". We are a community that practices peace and kindness.

Contact

Norma Coombs Elementary
2600 Paloma St.
Pasadena, CA 91107-2642

Phone: 626-396-5660
Email: lucas.debra@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Norma Coombs Elementary
Street	2600 Paloma St.
City, State, Zip	Pasadena, Ca, 91107-2642
Phone Number	626-396-5660
Principal	Debra Lucas, Principal
Email Address	lucas.debra@pusd.us
Website	http://normacoombs.pusd.us
County-District-School (CDS) Code	19648811932409

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

Norma Coombs is a beautifully diverse community school with amazing students, parent support and outstanding staff. We discover your child's gifts through collaboration, innovation, and literacy. We ignite the artistic and intellectual creativity of each student with visual and performing arts, music, technology, and engaging academic instruction.

Mission Statement:

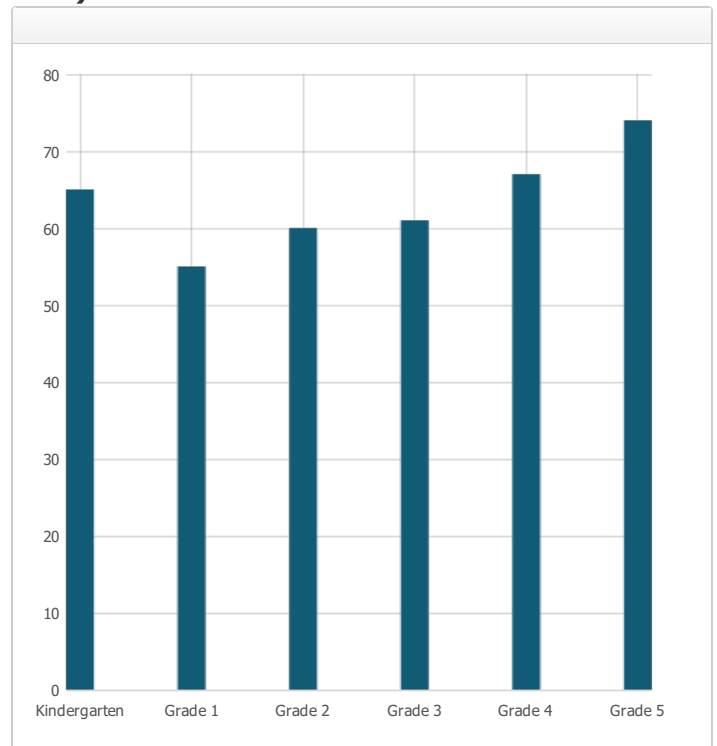
We celebrate the resiliency, demonstrate perseverance, commit to excellence, honor persistence, inspire leadership, achieve the impossible, build futures, appreciate partnerships and be "Proud to be a Lion"

- Science Immersion School
- Gold Ribbon Award in Academics
- 7 Habits of Happy Kids

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	65
Grade 1	55
Grade 2	60
Grade 3	61
Grade 4	67
Grade 5	74
Total Enrollment	382



Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	23.80 %
American Indian or Alaska Native	%
Asian	1.30 %
Filipino	2.40 %
Hispanic or Latino	55.20 %
Native Hawaiian or Pacific Islander	%
White	12.00 %
Two or More Races	5.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.90 %
English Learners	17.50 %
Students with Disabilities	18.60 %
Foster Youth	0.50 %
Homeless	0.50 %

A. Conditions of Learning

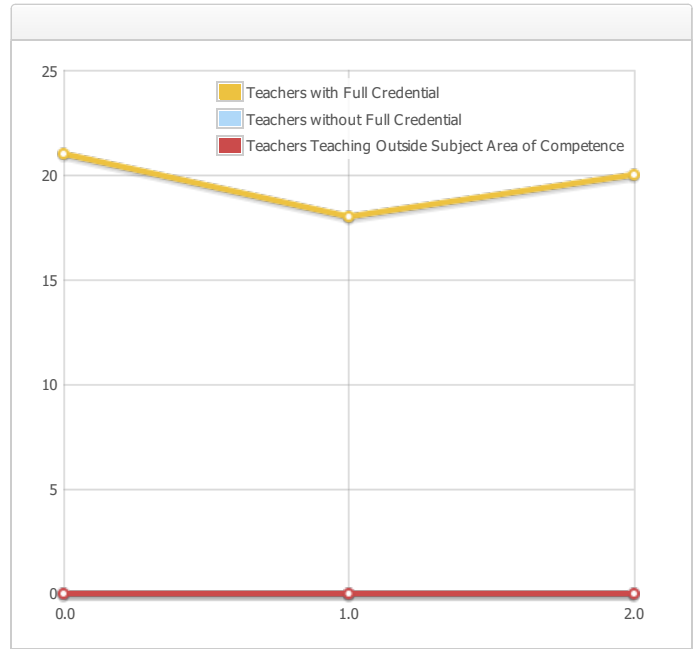
State Priority: Basic

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

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

Teacher Credentials

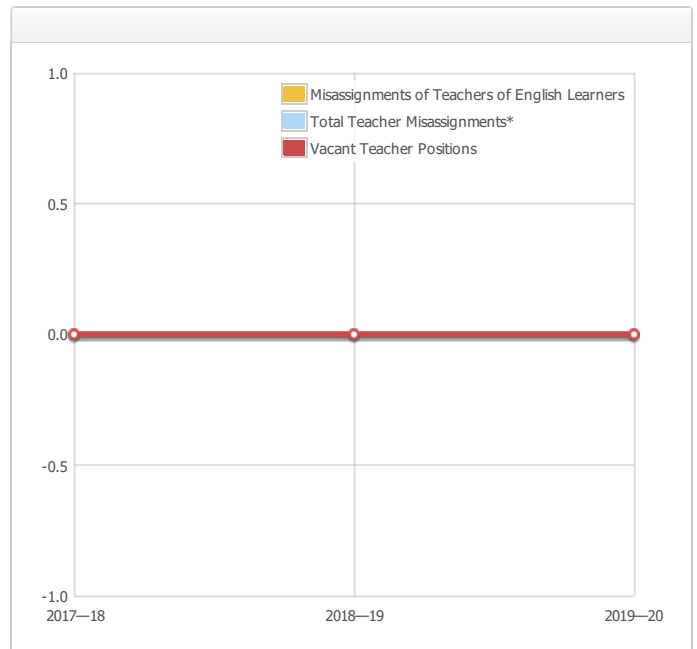
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	18	20	718
Without Full Credential	0	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

Norma Coombs Elementary School was originally constructed in 1972 and is currently comprised of 25 classrooms, a library, a cafeteria, two art rooms, a computer lab, one staff lounge, an auditorium, and two playgrounds. In the summer of 2009, the school added a new shade structure and new grass was planted on the primary playground. Future deferred maintenance projects included an exterior painting of all south-facing windows and trim.

Construction for two beautiful buildings began in Spring 2017. The school has also received three surplus modular units from the District to help with housing displaced classrooms during construction, but the units will remain after construction to provide some additional classroom options.

Norma Coombs provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional environment.

Scheduled maintenance is administered by the custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
Interior: Interior Surfaces	Poor	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repair needed.
Electrical: Electrical	Fair	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Poor	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Poor
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Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	44.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	36.0%	35.0%	35.0%	38.0%	39.0%

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

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

Last updated: 12/31/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	198	95.65%	4.35%	44.44%
Male	114	109	95.61%	4.39%	41.28%
Female	93	89	95.70%	4.30%	48.31%
Black or African American	51	47	92.16%	7.84%	40.43%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	114	110	96.49%	3.51%	39.09%
Native Hawaiian or Pacific Islander					
White	22	21	95.45%	4.55%	61.90%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	149	141	94.63%	5.37%	38.30%
English Learners	46	43	93.48%	6.52%	27.91%
Students with Disabilities	43	37	86.05%	13.95%	21.62%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

Last updated: 12/31/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	207	198	95.65%	4.35%	36.36%
Male	114	109	95.61%	4.39%	40.37%
Female	93	89	95.70%	4.30%	31.46%
Black or African American	51	47	92.16%	7.84%	19.15%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	114	110	96.49%	3.51%	34.55%
Native Hawaiian or Pacific Islander					
White	22	21	95.45%	4.55%	57.14%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	149	141	94.63%	5.37%	29.08%
English Learners	46	43	93.48%	6.52%	25.58%
Students with Disabilities	43	37	86.05%	13.95%	18.92%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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

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

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

Last updated: 12/31/2019

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.00%	24.00%	32.00%

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

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019–20)

Norma Coombs Elementary has consistently logged some of the largest Parent Volunteer hours in the district. We logged over 5700 hours last year. In addition to classroom support, we have opportunities for parents to serve on organized committees such as PTSA, ELAC, African-American Parent Council (AAPC), Annual Fund Committee, GATE Parent Advisory Council, and School Site Council. Parents support in other ways by leading school tours, assisting with ceramics instruction, and maintaining our garden spaces. If parents have an idea to support the school, e.g., implementing a Lost and Found system or creating a Craft Table for students before school, or organizing a recycling program, they are encouraged to lead those efforts.

State Priority: Pupil Engagement

Last updated: 1/14/2020

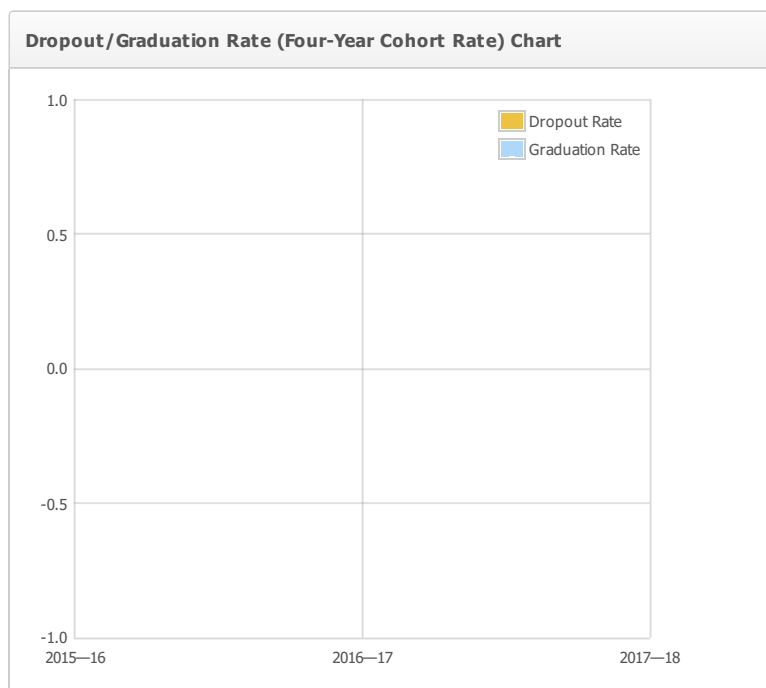
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/31/2019

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	3.90%	5.60%	5.80%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Norma Coombs Elementary School. Entry and exit from the campus were difficult last school year due to the construction of the new administration building and classroom buildings. Currently, all visitors to the campus must sign in at the office and wear a visitor's badge at all times. Students are monitored before, during, and after school by supervisors, resource teachers, and the principal. Teachers help supervise students during recess. All student drop-off and pick-up area at the circle drive with teachers assigned to weekly supervision. The School Site Safety Plan is revised annually in the spring by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2018. Key elements of the Safety Plan include maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

Last updated: 1/14/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	2	
1	22.00		3	
2	20.00	3		
3	22.00	1	2	
4	34.00			2
5	28.00	1		2
6				
Other**	16.00	1		

* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	4	1	
1	18.00	3		
2	22.00	1	2	
3	20.00	1	2	
4	32.00		1	1
5	28.00	1		2
6				
Other**				

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	3	1	
1	26.00		2	
2	28.00		2	
3	20.00	2	1	
4	31.00		2	
5	27.00	1		2
6				
Other**				

* 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 Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	1.00

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

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8446.62	\$2558.46	\$5888.16	\$73239.50
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	-2.40%	0.63%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-21.56%	-10.72%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Norma Coombs Elementary School provides the following staff and facilities to meet the needs of our students:

One Preschool Special Day Class teacher with one assistant 14 Regular Education Teachers (Grades TK-5)

Three Special Day Class Teachers (Grades K-3, Grades 3-5)

1-Transitional Kindergarten

2-Kindergarten Classes

2-First Grade Classes

2-Second Grade Classes

3-Third Grade Classes

2-Fourth Grades Classes

2-Fifth Grade Classes

1 Fine Arts/Ceramics Teacher

1 20% Instrumental Teacher

1 100% Principal

1 100% Resource Specialist Program

1 100% Instructional Coach/Language Development resource Teacher

2 50% Speech Teachers

1 40% School Psychologist

1 20% Nurse

1 100% Health Clerk

1 100% Office Manager

1 75% Clerk Typist

1 Cafeteria Manager and 2 Assistants

1 Head Custodian and 1.5 Evening Custodians

6 Special Education Aides

1 Campus Aide, 1 Project Aides, 1 Behavior Aide

YMCA Before and After School Program

LEARNs Before and After School Program. We have an outstanding teaching core. They are a veteran and well-trained staff in teaching that impacts student learning.

Our primary instructional focus is on building and improving reading and literacy skills. Areas of emphasis include Reading, Writing, Listening, Speaking, and Viewing.

We will accomplish this through implementing a balanced literacy framework to include: *Reading Aloud (Modeled Reading) *Modeled or Interactive Writing

*Shared Reading *Shared Writing *Guided Reading *Guided Writing (Writing Workshop) *Independent Reading Independent Writing. We have classroom libraries

in every class with more than 600 books each. We have a 1:1 ratio of Chromebooks for every TK-5 student. Our Signature Ceramics Program provides a semester

of Ceramics for every student. We have prioritized Music at Grade 2 by funding Recorder Instruction. Code to the Future is our Science Immersion Program that

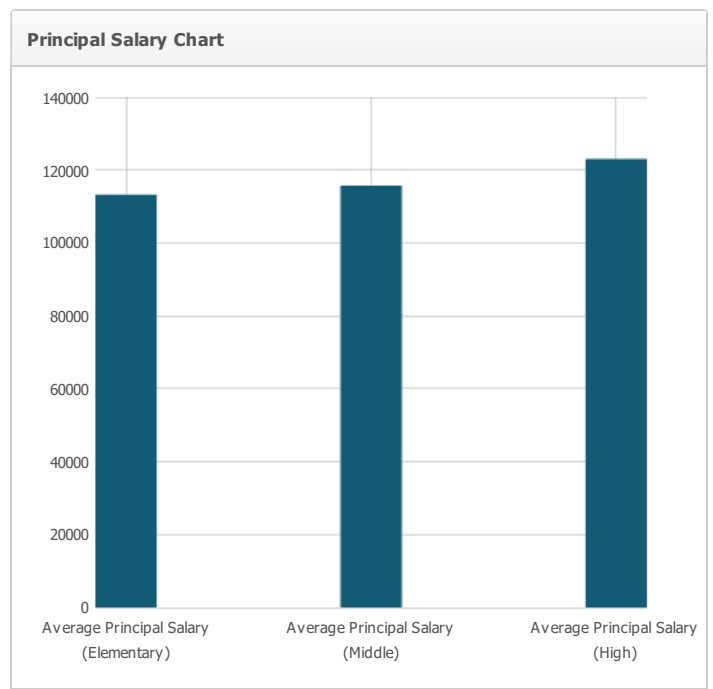
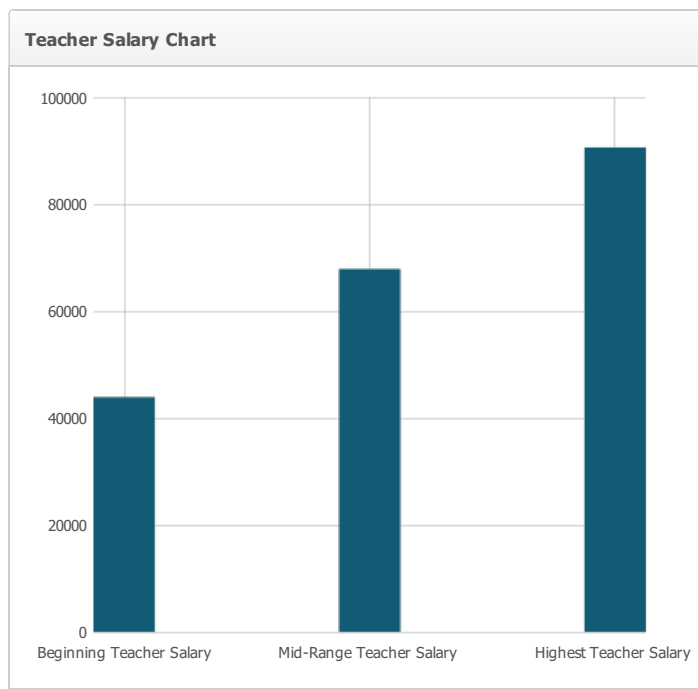
provides weekly coding classes for students TK-5.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18