

Raisin City Elementary School

6425 West Bowles Avenue Raisin City, CA 93652 ▪ <https://www.raisincity.k12.ca.us>
Jessica Juarez, Principal ▪ jjvarez@raisincity.k12.ca.us ▪ (559) 233-0128
Grades TK-8 ▪ CDS Code 10-62380-6007074



Raisin City Elementary School District

6425 West Bowles Avenue Raisin City, CA 93652 ▪ <https://www.raisincity.k12.ca.us>
Orin Hirschorn, Superintendent ▪ orhirschorn@caruthers.k12.ca.us ▪ (559) 233-0128

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.

Our school attendance has improved drastically thanks to the great efforts made to ensure our students have a positive school climate. Enrollment continues to increase year after year in a positive trend and suspensions have decreased. Our students have made significant academic gains in both math and English language arts (ELA). Another area of success was on the English Learner Progress Indicator, known as the ELPI. The ELPI is a tool that measures how many English Learners (ELs) are making progress towards proficiency.

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.

Parental Involvement

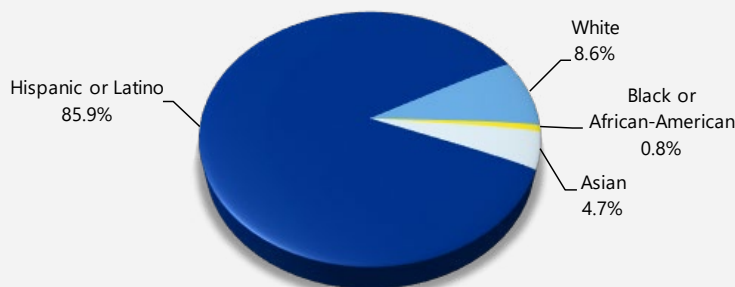
Parent involvement and communication are essential to our school success. Raisin City Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. 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, District English Learner Advisory Committee (DELAC), 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.

Enrollment by Student Group

The total enrollment at the school was 255 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



School Accountability Report Card

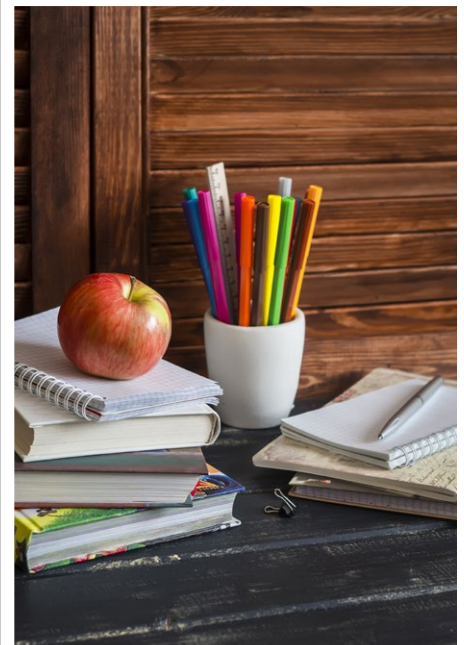
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School 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.

School Vision Statement

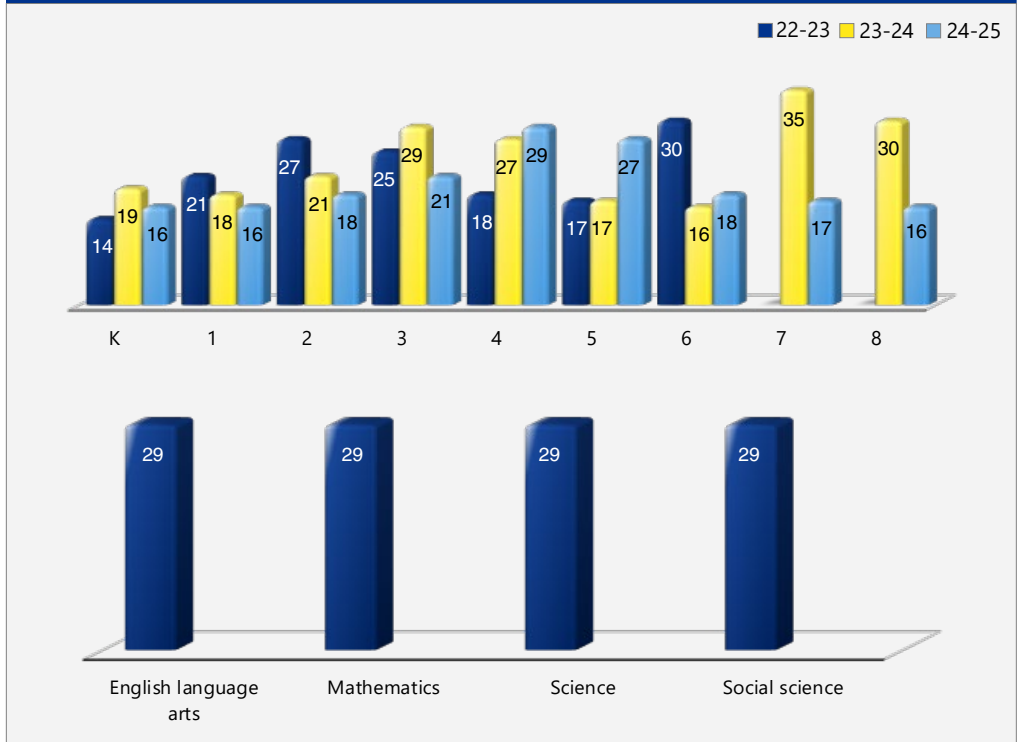
Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.



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.

Average Class Size (Three-Year Data)



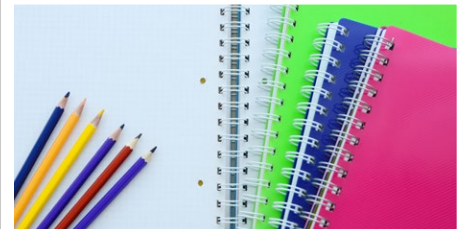
Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1		1		1			1		
2		1			1		1		
3		1			1			1	
4	2				1			1	
5	2			2				1	
6		1		2			2		
7					1		2		
8					1		2		

Subject	Number of Students								
	2022-23			2023-24			2024-25		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		2							
Mathematics		2							
Science		2							
Social science		2							

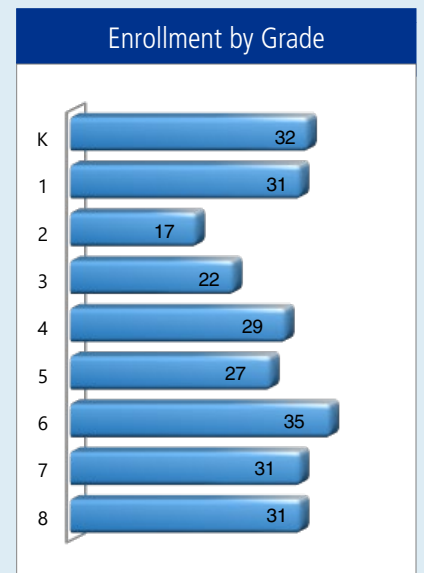
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	51.80%
Male	48.20%
Non-Binary	0.00%
English Learners	52.90%
Foster Youth	2.40%
Homeless	5.10%
Migrant	12.20%
Socioeconomically Disadvantaged	98.00%
Students with Disabilities	13.30%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 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.

Suspension and Expulsion Rates (Three-Year Data)									
	Raisin City ES			Raisin City ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	3.80%	6.00%	5.40%	3.80%	6.00%	5.36%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.40%	0.00%
Female	2.50%	0.00%
Male	12.10%	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	5.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	12.50%	0.00%
English Learners	4.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.10%	0.00%

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 2025.

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.

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), 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. 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 (2024-25 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	100.0%	100.0%	96.2%	92.3%	96.2%
7	88.2%	94.1%	91.2%	94.1%	91.2%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	280	272	20	7.40%
Female	197	192	16	8.30%
Male	83	80	4	5.00%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	12	12	1	8.30%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	241	233	17	7.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	24	24	1	4.20%
English Learners	152	149	7	4.70%
Foster Youth	❖	❖	❖	❖
Homeless	13	13	1	7.70%
Socioeconomically Disadvantaged	271	264	20	7.60%
Students Receiving Migrant Education Services	31	31	3	9.70%
Students with Disabilities	44	44	3	6.80%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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

2023-24	20
2024-25	71
2025-26	55

California School Dashboard

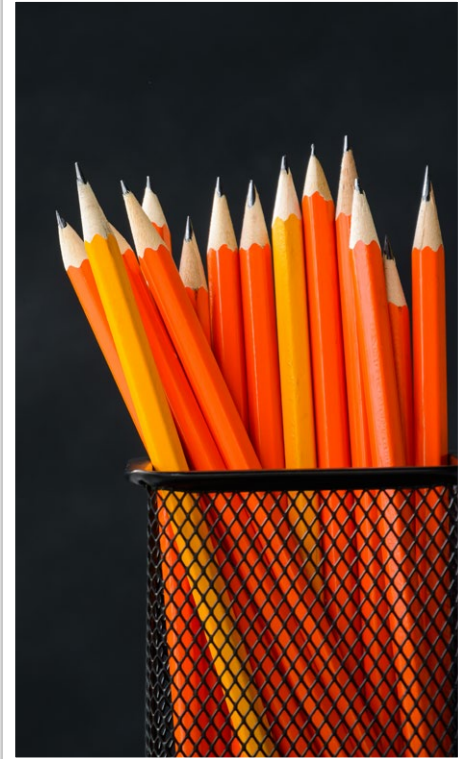
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	8.20%	13.56%	8.20%	13.56%	30.73%	32.33%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. 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.

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 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	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	24%	26%	24%	26%	47%	48%
Mathematics	16%	16%	16%	16%	35%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	59	59	100.00%	0.00%	13.56%
Female	33	33	100.00%	0.00%	12.12%
Male	26	26	100.00%	0.00%	15.38%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	33	33	100.00%	0.00%	3.03%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	57	57	100.00%	0.00%	12.28%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	177	174	98.31%	1.69%	26.44%
Female	91	88	96.70%	3.30%	30.68%
Male	86	86	100.00%	0.00%	22.09%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	155	152	98.06%	1.94%	26.97%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	33.33%
English Learners	101	98	97.03%	2.97%	15.31%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	172	169	98.26%	1.74%	26.04%
Students Receiving Migrant Education services	20	20	100.00%	0.00%	20.00%
Students with Disabilities	26	26	100.00%	0.00%	7.69%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	177	177	100.00%	0.00%	16.38%
Female	91	91	100.00%	0.00%	15.38%
Male	86	86	100.00%	0.00%	17.44%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	155	155	100.00%	0.00%	15.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	15	15	100.00%	0.00%	26.67%
English Learners	101	101	100.00%	0.00%	6.93%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	172	172	100.00%	0.00%	15.12%
Students Receiving Migrant Education services	20	20	100.00%	0.00%	10.00%
Students with Disabilities	26	26	100.00%	0.00%	11.54%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 (2025-26 School Year)		
Subject	Textbook	Adopted
Reading/language arts	Journeys, Houghton Mifflin Harcourt (K-5)	2017
Reading/language arts	Collections, Houghton Mifflin Harcourt (6-8)	2022
Mathematics	Ready Mathematics, Curriculum Associates (K-8)	2022
Science	Science Dimensions, Houghton Mifflin	2020
History/social science	Kids Discover, Houghton Mifflin Harcourt (K-6)	2018
History/social science	World Civilizations, Houghton Mifflin Harcourt (7)	2018
History/social science	U.S. History, 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 (2025-26 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	◇
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.

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2025-26 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	
2025-26 School Year	
Data collection date	9/8/2025

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 current student population for the 2025-26 school year, in grades TK-8, is 262. The TK-8 classes are self-contained and taught by highly qualified teachers.

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 (2025-26 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)	Poor
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Fair
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/4/2025

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 (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Admin Building & MPR: Ceiling tile is cracked; Preschool: Ceiling tiles are loose; Rm 201: Water stain on ceiling tiles/ceiling tiles are broken; Rm 204, P302: Water stain on ceiling tiles; Rm 205: Water stain on ceiling tiles and blinds are not working properly; P301: Ceiling tile is torn; Library: Water stain on ceiling tiles/ceiling tiles are cracked. Repairs scheduled for winter 2025.
Electrical	Rm 202: Lights are not working properly to turn on and off. Repairs scheduled for fall 2025.
Restrooms/fountains	Rm 205: Facet has low flow. Repairs scheduled for winter 2025.
Safety	Rm 100, P500, P502, P503: Plug in air freshener; Rm 203, 204 & 205: Earth quake hazard items stacked on shelves; Library: Paint chipping on eaves; MPR: Paint chipping on siding. Repairs scheduled for fall 2025.
Structural	Preschool, P304: Dry Rot on siding. Repairs scheduled for winter 2025.
External	Rm 200: Molding missing at door threshold/swing arm is disconnected; Preschool: Trip Hazard cement; Library: Hole on communications cover on walkway. Repairs scheduled for winter 2025.

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 expanded 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.



Teacher Preparation and Placement

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 (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%	8.0	55.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	6.9%	1.0	6.9%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	17.2%	2.5	17.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	3.0	20.7%	3.0	20.7%	15,831.9	5.7%
Total Teaching Positions	14.5	100.0%	14.5	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	8.9	64.2%	8.9	64.2%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.6	11.9%	1.6	11.9%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	14.3%	2.0	14.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	1.3	9.5%	1.3	9.5%	14,303.8	5.2%
Total Teaching Positions	14.0	100.0%	14.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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	57.1%	8.0	57.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.6	4.7%	0.6	4.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	8.3%	1.1	8.3%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	4.1	29.7%	4.1	29.7%	13,705.8	4.9%
Total Teaching Positions	14.0	100.0%	14.0	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	2.5	2.0	1.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.5	2.0	1.1



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8%	25.9%	18.4%
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%	0.0%

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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	250:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.00

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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>.

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 Fiscal Year)		
	Raisin City ESD	Similar Sized District
Beginning teacher salary	⊕	\$55,247
Midrange teacher salary	⊕	\$80,745
Highest teacher salary	⊕	\$109,655
Average elementary school principal salary	⊕	\$133,828
Superintendent salary	⊕	\$155,953
Teacher salaries: percentage of budget	19.29%	25.26%
Administrative salaries: percentage of budget	1.84%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Raisin City ES	\$12,307	\$69,590
Raisin City ESD	\$12,307	\$69,590
California	\$11,146	\$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+10.4%	-18.4%

⊕ 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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$21,234
Expenditures per pupil from restricted sources	\$8,927
Expenditures per pupil from unrestricted sources	\$12,307
Annual average teacher salary	\$69,590



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 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). 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 December 2025.