

**Raymond Elementary**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 517 North Raymond Ave.  
Fullerton, CA , 92831-3310

**Principal:** Cristina Centeno, Principal

**Phone:** (714) 447-7740

**Grade Span:** K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Cristina Centeno, Principal

📍 Principal, Raymond Elementary

### About Our School

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Raymond School ensures academic growth for every child by offering a wide variety of engaging activities that promote creativity and innovation in a language-rich environment. Students broaden their awareness of self and others through connections made in literature, and they deepen their comprehension by seeking multiple perspectives and expressing their interests and opinions in various writing and speaking opportunities. Raymond's 1:1 iPad program supports all academic subjects, along with facilitating student engagement, innovation, and personalized learning in all classrooms. Integrating art and technology augments our high expectations for all students and accompanies the infusion of GATE strategies designed to unlock deeper and more complex thinking.

Raymond is very proud to feature The Fullerton School District Dual Immersion Program called The Dual Language Academy (DLA) on our campus as an additional strand of choice for parents for grades K-6. The Dual Language Academy ensures that students reach high levels of academic achievement in a first and second language to develop bilingualism, biliteracy, and cross-cultural competencies needed to succeed in a multicultural society and global economy.

Raymond has a diverse student population that totals 600 students in 21 classrooms. Classrooms consist of 1 full-day Transitional Kindergarten, 1 Kindergarten co-teach class, 2 Kindergarten classes, 1 First/Second-grade combination class, 2 First grade classrooms, 2 Second-grade classes, 1 Two/Three combination classes, 2 Third grade classrooms, 3 Fourth, 3 Fifth, and 3 Sixth grade classrooms.

Student ethnicity data indicates our population breakdown as follows: 73% Hispanic, 20% White, 1% Asian, 1% Black or African American, and 4% Dual Race/Other/Unspecified. Raymond is categorized as a Title 1 School because 59% of our students are eligible for free or reduced lunch. Second language learners comprise 20% of our total student population. Clusters of GATE-identified students are grouped in classrooms from Third to Sixth grades. Raymond also participates in the research-based Positive Behavioral Intervention Support (PBIS) system. Students learn appropriate choices, receive rewards for appropriate behaviors, and adhere to the tenets of being Respectful, Responsible, Really Safe, and Ready to learn.

### Contact

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Raymond Elementary  
517 North Raymond Ave.

Fullerton, CA 92831-3310

Phone: [\(714\) 447-7740](tel:(714)447-7740)

Email: [cristina\\_centeno@myfsd.org](mailto:cristina_centeno@myfsd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org">www.fullertonsd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Raymond Elementary
<b>Street</b>	517 North Raymond Ave.
<b>City, State, Zip</b>	Fullerton, CA , 92831-3310
<b>Phone Number</b>	(714) 447-7740
<b>Principal</b>	Cristina Centeno, Principal
<b>Email Address</b>	<a href="mailto:cristina_centeno@myfsd.org">cristina_centeno@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/raymond">http://www.fullertonsd.org/raymond</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30665066028138

## School Description and Mission Statement (School Year 2025–26)

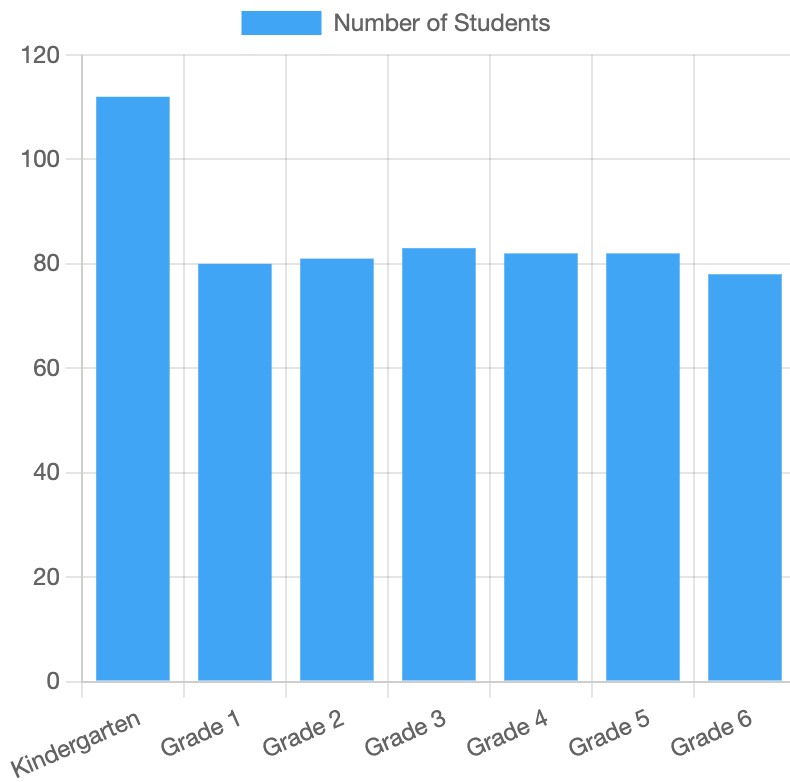
Raymond School, established in 1952, boasts a rich history of academic excellence and community engagement. Over the years, the school has continually evolved to meet the diverse needs of its student body. In 2016, Raymond School took a significant stride by introducing a Spanish Dual Language Program, reflecting its commitment to fostering bilingualism and cultural diversity. Raymond is also proud to house various specialized programs, including the All the Arts program, Response to Intervention program in Reading and Math, After School Interventions for Reading and Math, Positive Behavior Interventions and Supports program, After School Education and Safety program, Lady Leaders, the Student Council program, the Library Club, Garden Club, E-Sports, Speech and Debate, a Soccer Lunch Program, and STAGE Performing Arts. These initiatives contribute to students' holistic development and underscore Raymond School's dedication to providing a well-rounded education that goes beyond the conventional curriculum.

As the school's accountability report card reflects, Raymond School is a testament to our ongoing commitment to academic achievement, character development, and a vibrant school community. With this in mind, our mission is to provide an innovative and creative environment for all learners. With the support of our community, families, and staff, we provide learning environments for our students through diverse learning experiences in and out of the classroom.

Our vision is to be a united multilingual and multicultural community that is inclusive of all voices and fosters the whole child through their social, emotional, cognitive, and physical health.

## Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	112
Grade 1	80
Grade 2	81
Grade 3	83
Grade 4	82
Grade 5	82
Grade 6	78
Total Enrollment	598



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.30%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	1.50%
Black or African American	0.70%
Filipino	2.00%
Hispanic or Latino	74.20%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	2.80%
White	17.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.20%
Foster Youth	0.20%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	57.90%
Students with Disabilities	11.50%

## 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 Preparation and Placement (School Year 2021–22)

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)	23.10	99.70%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.04%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.22%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	23.20	100.00%	496.60	100.00%	279044.80	100.00%

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

## Teacher Preparation and Placement (School Year 2022–23)

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)	23.50	100.00%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	23.50	100.00%	483.00	100.00%	277698.00	100.00%

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

## Teacher Preparation and Placement (School Year 2023–24)

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)	23.50	95.92%	478.80	94.47%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.08%	2.00	0.39%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.20	1.43%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	18.70	3.70%	13705.80	4.91%
Total Teaching Positions	24.50	100.00%	506.80	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	4.70%
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%	0.00%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The Fullerton School District wants every student to have the books and learning materials they need to be successful. Each year, our Governing Board reviews the availability of textbooks and instructional materials to make sure all students have access to high-quality, standards-aligned resources.

On September 16, 2025, the Board held a public meeting to check that every student, including English learners, has their own textbook or digital learning materials for use in class and at home. The Board also ensured that materials align with California’s academic standards.

After reviewing all information, the Board approved a resolution confirming that the Fullerton School District has provided sufficient, standards-aligned instructional materials for all students for the 2025–2026 school year. Our goal is to make sure every student has the tools they need to learn, grow, and succeed.

Year and month in which the data were collected: September 2025

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024  K-5th Grade - McGraw Hill Education: Wonders / Yes / 2017  6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2016	0
Mathematics	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024  K-8th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024  K-6th Grade - Discovery: Discovery Education / Yes / 2020  7th-8th Grade - Amplify: Amplify Science / Yes / 2020	0
History-Social Science	TK - Teaching Strategies: The Creative Curriculum / Yes / 2024  K-6th Grades - Studies Weekly / Yes / 2025  7th-8th Grade - McGraw-Hill: Impact / Yes / 2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	7th-8th Grade - McGraw-Hill: Asi se Dice! / Yes / 2019?	0
Health	7th Grade - Holt: McDougal Decisions for Health / Yes / 2005?	0
Visual and Performing Arts	<p>"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</p> <p>Instrumental music (grades 5-6)</p> <p>Band and string instruments and musical scores (grades 7-8)</p>	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Raymond Elementary School has 24 classrooms, a library media center, and a multi-purpose room. The main campus was built in 1953. Additions were constructed in 1954 and 1960. The library/media center was added in 1991, and one portable classroom was added in 1997. District 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. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2024-25, the District spent \$0 on Deferred Maintenance. For the 2025-26 school year, the District budgeted \$0 for Deferred Maintenance expenditures.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Room 17: Damaged/stained ceiling tiles(FY25/26-33316)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Door not latching gets stuck/hard to open (FY25/26-32989)

## Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Good
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## 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 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:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	58%	64%	57%	60%	47%	48%
Mathematics (grades 3-8 and 11)	51%	50%	50%	51%	35%	37%

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

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

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	323	320	99.07%	0.93%	64.06%
Female	170	168	98.82%	1.18%	67.86%
Male	153	152	99.35%	0.65%	59.87%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	228	226	99.12%	0.88%	57.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	69	69	100.00%	0.00%	78.26%
English Learners	54	54	100.00%	0.00%	22.22%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	123	122	99.19%	0.81%	52.46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	28.13%

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

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	318	98.45%	1.55%	50.00%
Female	170	168	98.82%	1.18%	45.24%
Male	153	150	98.04%	1.96%	55.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	228	224	98.25%	1.75%	44.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	69	69	100.00%	0.00%	57.97%
English Learners	54	52	96.30%	3.70%	21.15%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	123	120	97.56%	2.44%	39.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	21.88%

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	40.74%	45.78%	41.22%	40.89%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	83	100.00%	0.00%	45.78%
Female	40	40	100.00%	0.00%	50.00%
Male	43	43	100.00%	0.00%	41.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	49	49	100.00%	0.00%	38.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	26	26	100.00%	0.00%	50.00%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	24.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2024–25)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2025–26)

Raymond Elementary School is dedicated to promoting parent involvement in various aspects of school life. Through initiatives such as the Parent-Teacher Association (PTA), School Site Council, English Learner Advisory Committee (ELAC), Monthly Parent Coffees, Monthly Dual Language Academy Parent Meetings & DLA Steering Committee Meetings, School Carnival, District ELAC, and Parent staff development opportunities, the school actively engages parents in the educational process. At Raymond Elementary, there is a commitment to creating a warm and welcoming atmosphere, which is evident from the moment one enters the front office door. Parents are encouraged and always welcome to participate in the vibrant and inclusive school community.

For more information regarding the PTA, families can contact Mrs. Jessica Tea, PTA President at [raymondfullertonpta@gmail.com](mailto:raymondfullertonpta@gmail.com). For more information regarding ELAC, families can contact Mrs. Vanessa Estrella, ELAC President at (714) 447-7740. Families can contact Raymond School at (714) 447-7740 for all other information regarding parental involvement.

### State Priority: Pupil Engagement

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

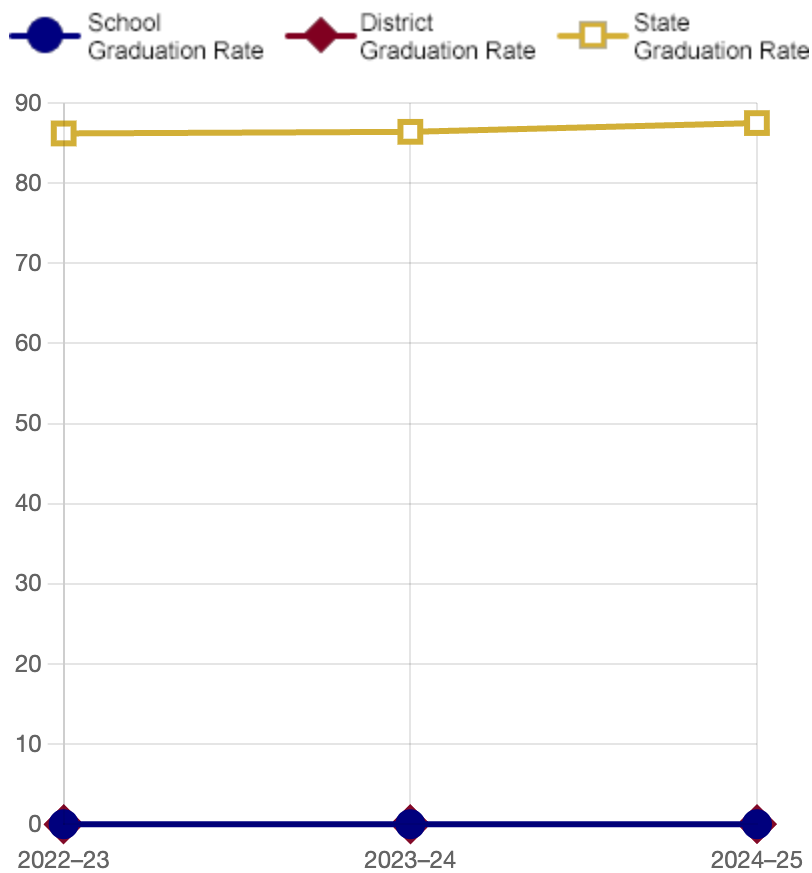
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

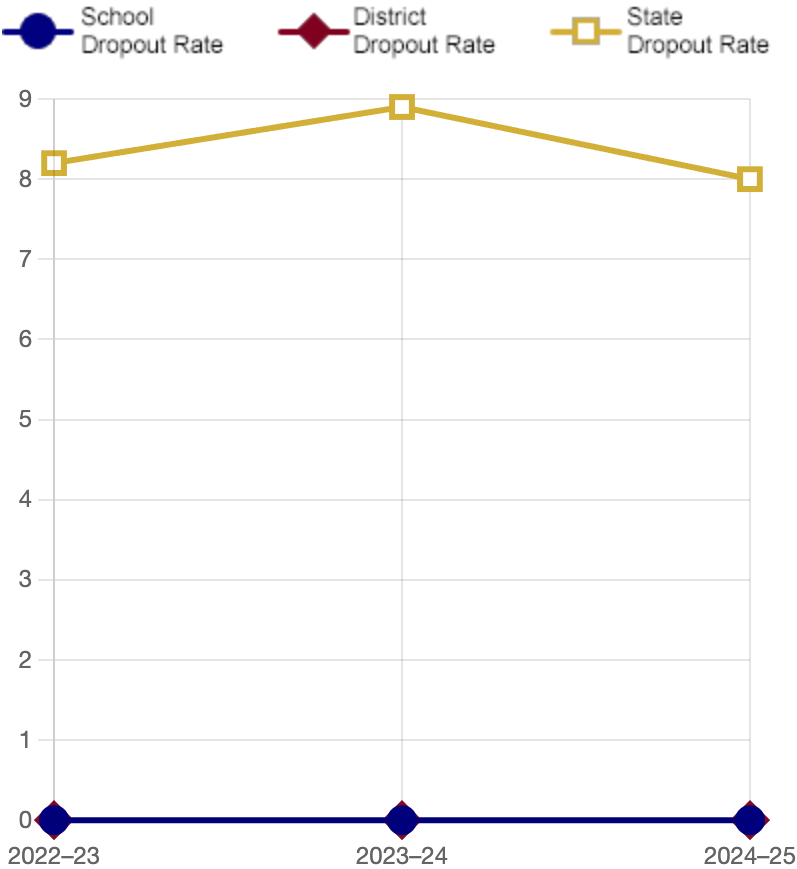
Indicator	School	School	School	District	District	District	State	State	State
	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25
Graduation Rate							86.2%	86.4%	87.5%
Dropout Rate							8.2%	8.9%	8.0%

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

#### Graduation Rates



Dropout Rates



**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	610	607	28	4.6%
Female	300	298	12	4.0%
Male	310	309	16	5.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	12	12	0	0.0%
Hispanic or Latino	450	448	25	5.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	0	0.0%
White	110	110	0	0.0%
English Learners	117	116	7	6.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	358	356	24	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	81	6	7.4%

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

## State Priority: 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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.31%	0.63%	0.33%	1.10%	1.33%	1.34%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	0.08%	0.07%	0.06%

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

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.33%	0.00%
Female	0.00%	0.00%
Male	0.65%	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	0.44%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.85%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.28%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

## School Safety Plan (School Year 2025–26)

A comprehensive school safety plan was developed and approved in compliance with Education Code Sections 33126, 35256, and 32286, as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated, and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA, and School Site Council. Status reports, and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council prior to March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and discussed with staff: January 26, 2026

## 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00	0	4	0
1	26.00	1	2	0
2	29.00	0	3	0
3	29.00	0	3	0
4	27.00	0	3	0
5	28.00	0	2	0
6	30.00	0	2	1
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	27.00	1	1	
1	30.00		2	
2	32.00		2	
3	31.00		2	
4	28.00		3	
5	28.00		3	
6	28.00		3	
Other**	32.00		2	

\* 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 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	29.00		3	
1	31.00		2	
2	31.00		2	
3	30.00		2	
4	27.00		3	
5	27.00		3	
6	26.00		3	
Other**	30.00		2	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2024–25)**

Title	Ratio
Pupils to Academic Counselor*	0

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

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	1.30

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$3866.00	\$318.00	\$3548.00	\$98559.00
District	N/A	N/A	\$6613.00	\$105590.00
Percent Difference – School Site and District	N/A	N/A	-46.30%	-6.70%
State	N/A	N/A	\$11146.18	\$101700.00
Percent Difference – School Site and State	N/A	N/A	-68.20%	-3.10%

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

**Types of Services Funded (Fiscal Year 2024–25)**

<p>Primary Focus</p> <ul style="list-style-type: none"> <li>• TK-8 Intervention Programs</li> <li>• TK-8 English Language Development</li> <li>• TK-8 Writing Strategies</li> <li>• TK-8 Language Arts Strategies</li> <li>• TK-8 Mathematics Strategies</li> <li>• TK-8 Technology/AI Integration</li> <li>• TK-8 Science/HSS Programs</li> <li>• TK-8 Social Emotional Learning</li> <li>• TK-8 Dual Language Program</li> <li>• TK-8 PBIS</li> </ul> <p>Delivery of Professional Development</p> <ul style="list-style-type: none"> <li>• Staff Development Day</li> <li>• Workshops</li> <li>• Conferences</li> <li>• After-school Workshops</li> <li>• In-class Coaching</li> <li>• Virtual Workshops/Trainings</li> </ul>
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- Professional Learning Communities
- Webinars

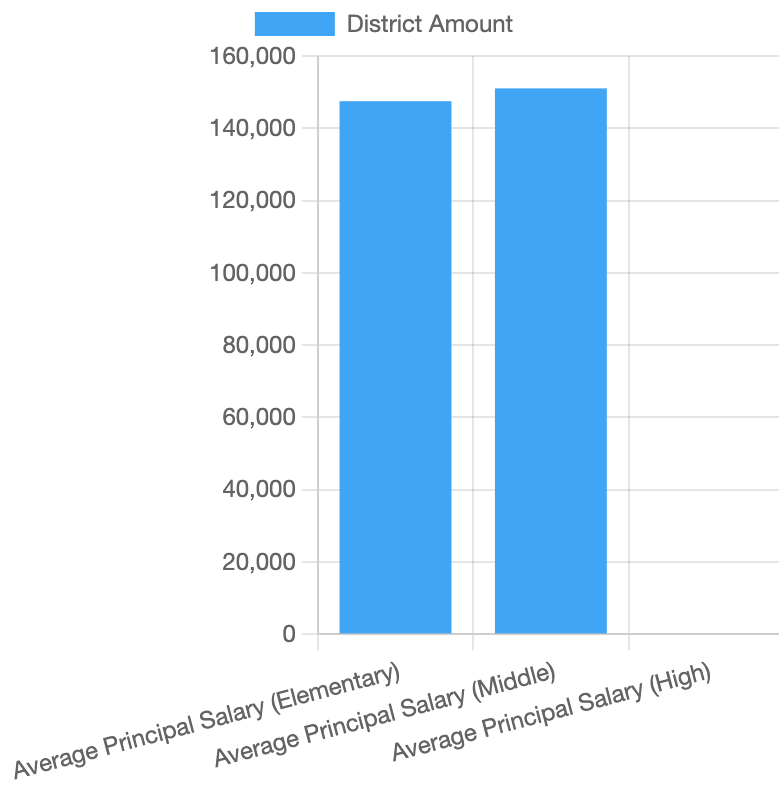
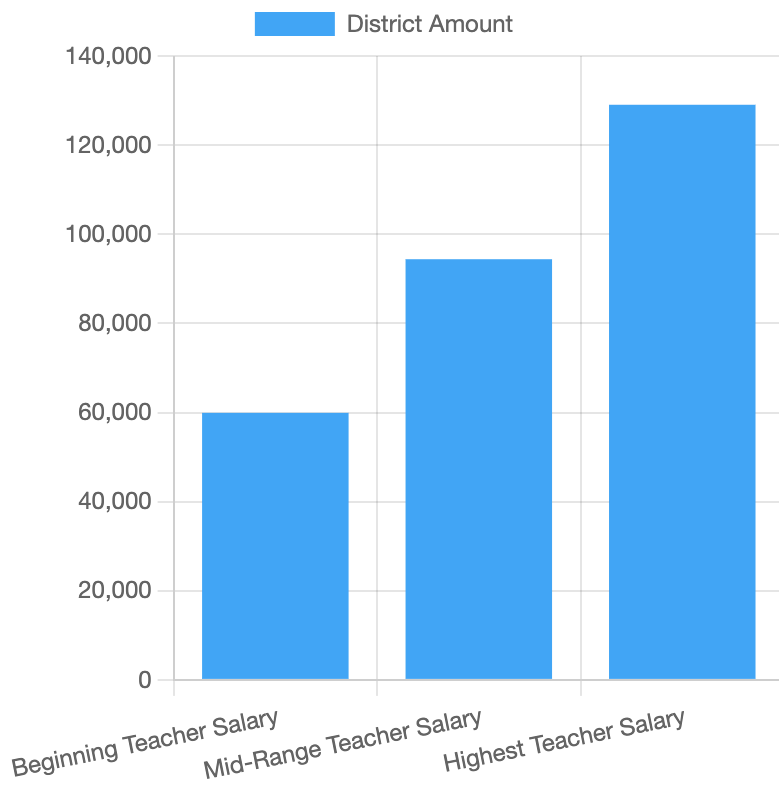
#### Other Related Professional Development Activities

- Data-Driven instruction
- Technology/AI Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Instructional Strategies
- Cultivating Belonging
- GATE Strategies

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$59927.00	\$61596.88
Mid-Range Teacher Salary	\$94397.00	\$98902.37
Highest Teacher Salary	\$129055.00	\$126339.83
Average Principal Salary (Elementary)	\$147497.00	\$158382.71
Average Principal Salary (Middle)	\$151044.00	\$165207.00
Average Principal Salary (High)	\$0.00	\$162237.00
Superintendent Salary	\$308900.00	\$288331.69
Percent of Budget for Teacher Salaries	30.70%	31.29%
Percent of Budget for Administrative Salaries	6.84%	5.38%

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



**Professional Development**

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10